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ABSTRACT

Produced through a series of workshops for teachers, this manual was prepared to aid English-as-a-Second-Language (ESL) instruction at South Florida Junior College (SFJC) and other cooperating agencies. The plan is a culmination of the ideas presented and discussed at the workshops in areas of grammar, pronunciation, conversation, listening comprehension, reading comprehension, and writing. The manual is organized into six sections. Following the first section, which explains the background and rationale for the project, section 2 contains information on the needs of the groups of students who attend ESL classes at SFJC and the program objectives that have been formulated to serve those needs. Section 3 contains the curriculum developed during the project, along with suggested textbooks, resources, and materials. In the fourth section, teaching methods and student activities are proposed. This section also provides methods of recruitment and retention of students and outlines the cultural and language contrasts of Latin and Haitian students. The fifth section suggests methods of student evaluation and instruments that can be used for evaluation, while the final section reiterates the elements of a successful ESL program. (KC)

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English as a Second Language

A Plan for Instruction

A 310 Teacher Training Project
1981-1982

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INTRODUCTION

This project was developed for the express purpose of improving the delivery of English as a Second Language programs to the people of Highlands County, Florida through the adult education department of South Florida Junior College. It also provided a teacher training workshop for instructors and administrators for Hardee and DeSoto counties as well as those involved in the program at South Florida Junior College. In addition the resulting product of the workshop is a comprehensive instructional plan that will be used by the college as a guideline for classes in the future. This plan and all information contained herein is available to any agency that may wish to use any or all portions of the document at its discretion. Many persons and other programs have shared with South Florida Junior College in the preparation and implementation of this product, and consequently the college wants to be sure that other individuals and programs will feel free to use this plan to assist students in the process of learning English as a second language.

Special thanks go to John Lawrence and Jeanne Brock of the Adult Education section of the State Department of Education and to Dr. Dan Gardner, formerly of Florida Atlantic University and now with Florida International University, for their assistance and encouragement in securing and implementing this 310 teacher training project.

Most of the credit for the preparation and actual operation of the workshop and the resulting curriculum plan should go to Nancy Lee, Education Specialist of Vocational English as a Second Language for Broward County Public Schools and Joyce Burkhart, instructor of English as a Second Language at South Florida Junior College. Miss Lee served as consultant and Mrs. Burkhart was the coordinator and editor for the project. Both worked long hours, many of them on weekends and evenings to plan, prepare and develop the materials contained herein.

In closing, South Florida Junior College would like to express its thanks to all of the participants (listed in Attachment C of Section I) for the diligence that they demonstrated in attending and contributing to this effort. The objectives of improving the college program have been met and should continue for many years to come.

Donald H. Farrens

Donald H. Farrens, Dean
Vocational/Technical & Adult Education

SECTION I

PROJECT BACKGROUND

SECTION I

PROJECT BACKGROUND

In 1981, South Florida Junior College (S.F.J.C.) was awarded a Federal 310 grant with a two-fold purpose: to present a series of workshops for teachers of English as a Second Language (ESL) employed at the college and in surrounding areas, and later to prepare a written plan to aid ESL instruction at S.F.J.C. and other cooperating agencies. This document represents that plan and is a culmination of the ideas presented and discussed at the workshops in areas of grammar, pronunciation, conversation, listening comprehension, reading comprehension and writing.

Project activity began by engaging Miss Nancy Lee, an ESL instructor and administrator of considerable and varied experience as the Project Consultant. Presently employed by the vocational department of the Broward County School System, she has worked throughout the state and in Mexico.

Original areas of concern were how to assess student needs and backgrounds, overall program objectives, specific language objectives, curriculum outlines, appropriate instructional materials and evaluation of student progress. As preparation of the first workshop took place, other needs, like knowledge of cultural and language contrasts and awareness of effective teaching methodologies, became apparent. Several

literature searches on the subject of ESL instruction merely underscored the need for inservice training of relatively inexperienced teachers in areas of practical and communicative instructional strategies.

With this in mind, in December Miss Lee presented an initial workshop (Attachment A at the end of this section) that dealt with all these subjects. As a result of this 20 hour workshop other needs surfaced such as requests for effective techniques for student recruitment and retention, lesson plan development, and more detailed instruction for teaching grammar and vocabulary.

At the eight-hour workshop in January (Attachment B at the end of this section), Miss Lee addressed the above concerns, and copies of material that included recommended tests, audiovisuals, and professional reference tools were distributed to the college's ESL instructors. In March the S.F.J.C. faculty met again to discuss their experiences after informally field-testing both materials and methodologies suggested during the workshops. As a result of these field tests, faculty members were also able to provide valuable input related to teacher techniques and effective teacher-made materials.

This document has resulted from these workshops, and from many additional hours of classroom experimentation with a variety of data and methods. The hope is that it will serve as a guide to a beginning ESL instructor at S.F.J.C. or another agency to clarify general objectives of ESL

and the specific strategies and techniques for realizing those objectives.

Nothing in this manual is cast in stone. The ways to successful mastery of English are as numerous as the students who pursue it. The approach presented here has been an effective one, but there are certainly others.

A teacher should select a method comfortable for him or her; if it works for the students, use it. If it does not, abandon it and try another way. This suggestion applies tc any part of this manual, be it recruitment procedures or student evaluation, methods or material. Hopefully this manual will make teaching ESL a more satisfying experience for instructors and learners in any location where it is used.

Attachment A

A G E N D A

Sunday, December 19

1:00 - 1:30	Introductions
1:30 - 2:00	History, Development and Current Trends in English as a Second Language
2:00 - 3:00	Review/Demonstration of ESL Language Assessment Instruments
3:00 - 3:15	Break
3:15 - 4:30	Review/Demonstration of ESL Language Assessment Instruments (Continued)
4:30 - 5:00	Assessment Instruments Display Open Discussion

Monday, December 20

8:00 - 10:45	Cultural Features/Contrasts
10:45 - 11:00	Break
11:00 - 12:00	Teaching Culture
12:00 - 1:00	Lunch
1:00 - 2:00	Survival Language Instruction (Spanish)
2:00 - 3:00	Language Features/Contrasts
3:00 - 3:15	Break
3:15 - 4:15	Teaching Pronunciation
4:15 - 5:00	Materials Display Open Discussion

Agenda
Page 2

Tuesday, December 21

8:00 - 10:00	Teaching Listening Comprehension/ Speaking Skills
10:00 - 10:30	Evaluating Textbooks - Choosing What is Effective
10:30 - 10:45	Break
10:45 - 12:00	Teaching Reading/Writing Skills
12:00 - 1:00	Lunch
1:00 - 3:00	Teaching Writing
3:00 - 3:15	Break
3:15 - 4:00	Sample ESL Curricula
4:00 - 4:30	Materials Display Open Discussion
4:30 - 5:00	Workshop Evaluation

Attachment B

A G E N D A
ESL Workshop
January 30, 1982

9:00 - 9:15	Introductions
9:15 - 9:45	Review/Discussion of December Workshop Participant Activities
9:45 - 10:30	Techniques for Effective Recruitment and Retention
10:30 - 11:00	The Nature of Second Language Learning
11:00 - 12:00	Teaching Grammar
12:00 - 1:00	Lunch
1:00 - 2:00	Teaching Vocabulary
2:00 - 3:00	Developing Curriculum/Lesson Plans
3:00 - 4:00	ESL Instructional Materials and Techniques That Work
4:00 - 5:00	Participant Activities/Open Discussion

WORKSHOP PARTICIPANTS

South Florida Junior College

Ana Lopez

Lois McClain

Elsa Orlandi

Luz Rosa

Doris Starr

Sue Stiggins

DeSoto County Schools

Lawrence D. Browning

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Hardee County School District

Douglas Dick

SECTION II

STUDENT NEEDS AND PROGRAM OBJECTIVES

SECTION II

STUDENT NEEDS AND PROGRAM OBJECTIVES

Student Needs

Since the objectives of an educational program should reflect the needs of its students, any discussion of the ESL programs at and around S.F.J.C. must begin with a profile of the non-English speaking community served. This population presently consists of Mexicans and Mexican-American farm workers; Haitian and Cuban refugees; middle-class and affluent Latin Americans; and a few Orientals from Vietnam, Korea and Taiwan.

Highlands County and its neighbors are largely agricultural communities, and this economic base provides jobs for many Mexicans and Mexican-American farm workers, a large percentage of whom are migrants. The Haitian population, presently confined to Avon Park, is also comprised of migrant farm workers, although those who have been in the country for more than a year are now expressing the desire for better jobs. For both groups, the need to speak English has become an economic necessity, and their demand is for language skills to function successfully in American society.

Another category of non-English speakers consists of Cuban refugees. Many of the Cubans who migrated in 1980, are under the sponsorship of the Seventh Day Adventist

Church. The backgrounds of these people are diverse, from illiterates to professionals, but most of them consider English to be a necessity for achieving a stable economic life. Few if any are interested in the life of a migrant worker.

A center for other non-English speakers in Highlands County is the extensive Sun 'n Lakes residential community, with locations in both Sebring and Lake Placid. This development has been promoted in several Latin American countries, and has drawn a large number of investors to this area who have little or no knowledge of English. Although the need to learn the language is as great for this population as it is for the migrants, motives and backgrounds are extremely different. Many are well-educated people, with high school, college, and even advanced degrees. Some want to continue their careers as engineers, doctors, etc. in the United States; others want to learn new ones, still others simply want to learn basic English skills to make themselves more marketable in their own countries.

The Oriental population is presently very small. For this reason, it is difficult to generalize about its needs.

When all the target populations mentioned above are contained in one classroom setting, it is somewhat difficult to meet their diverse needs. Fortunately, students seem to cluster into groups with similar needs, according to their economic situation. Mexicans and Mexican-Americans and

Haitians usually appear in the evening classes, especially during the winter months, while many of the Cubans, more affluent Latin Americans and others with less need to hold full-time jobs are able to attend the day-long classes held at the college.

At the moment, five ESL classes are offered in Highlands County, one six-hours a day and the others three-hours several times a week. The latter are scattered throughout the county: three at local schools in Avon Park, Sebring and Lake Placid, and one, held only in the winter months, at a church in Avon Park. For the three-hour classes, student participation is usually short-term, and instruction centers around survival skills, such as opening a bank account, filling out an application, etc. Instruction is given in grammar, pronunciation, conversation, listening comprehension, reading comprehension and writing, only as related to language competencies required to survive in American society. Students often come irregularly, want to learn basic communication in the shortest time possible, and usually have no desire for total linguistic mastery.

For the six-hour class, student participation is generally long-term. Unlike the evening students, the average day student is more regular in attendance, is prepared to invest a longer period of time, and expects to acquire a level of proficiency that will enable him or her to obtain a non-agricultural job, progress to another program at the college, either vocational or academic, or simply to express himself or herself adequately in personal or professional life.

Program Objectives

To meet the needs of both short-term and long-term students, the ESL program at S.F.J.C. maintains these general program objectives:

A. Short-term - To identify and provide appropriate language skills for student success in the local community and American society. Specifically,

1. To teach conversation patterns that will allow students to communicate needs and ideas about the present, past and future.
2. To teach correct sentence structure, oral and written.
3. To develop clear pronunciation of English sounds.
4. To develop skills related to seeking and getting employment.
5. To teach consumer skills that will enable intelligent buying and money management.
6. To familiarize students with American culture in general and American classroom practices in particular.

B. Long-term - To identify and provide appropriate language skills for student success in vocational, academic or professional pursuits. Specifically,

1. To provide all the skills mentioned above for the short-term student.
2. To develop appropriate study skills as necessary for continued education or training.
3. To teach writing skills appropriate for report and business writing in English.
4. To develop test-taking skills as necessary for continued education or training.
5. To offer the opportunity for full self-expression by developing skills to enable communication of complex ideas with clarity.
6. To provide a clear understanding of the idiomatic aspects of English, and the skills to recognize these aspects in writing or conversation.

SECTION III

CURRICULUM AND MATERIALS

SECTION III

CURRICULUM AND MATERIALS

The curriculum has been divided into five levels of proficiency. For long-term students who enter the ESL class with little or no knowledge of English, but with literacy in their own language, it can be covered comfortably in 42 weeks of six-hour, day-long classes, the equivalent of two semesters (Levels 1-4) and a six-week summer program (Level 5).

For short-term students, the first two levels are the most important, although some do reach Level 3 or 4. In the case of short-term students with pressing vocational needs, it is suggested that the job-related objectives included here in Level 5 be modified and simplified, and introduced at the first or second level.

A tremendous amount of instructional flexibility is needed to teach an ESL class, and for this reason an hour-by-hour or day-by-day schedule has deliberately been excluded. Because of the demonstrated irregularity of short-term student attendance, presentation of material should be as self-contained as possible within a particular class period. Instructors should be more concerned with making every hour count than with course completion. Short-term students should have material presented situationally rather than sequentially, as much as possible.

It is difficult to instruct a class as a whole, when there is considerable disparity in previous knowledge and ability.

At such times, an aide is invaluable, but when one is not available, the instructor can divide the group, working orally with some at one level while others work silently with other material or use audio-visual devices like the Language Master (a must for every ESL class) or tapes. Later in the period the groups can be reversed, and at some time during the class all can get together for some activity (singing, talking about a visual, etc.) in which students can participate at their own level of fluency.

The curriculum is presented here in the form of performance objectives and suggested structures to introduce at each level. Fortunately the teacher need not spend countless hours determining how to combine the two. All the primary textbooks listed here include instructions for their use. Some, like the Lado series, provide completely planned lessons in a separate teacher's manual. Others offer the information within the texts themselves.

For beginning instructors who might feel more comfortable using a formal lesson plan, Example A in Section IV is a sample of such a plan. Also mentioned in Section IV is the invaluable book for all ESL teachers, Teaching English as a Second Language, which presents a variety of practical teaching techniques for all aspects of language learning.

In addition, all the textbooks and materials listed in this section are available at S.F.J.C., as is orientation for a new instructor in the combined use of those textbooks

and materials, this report and the abovementioned book on teaching English. New instructors may also observe existing ESL classes, and feel free to ask for assistance and advice at any time.

Level 1

Performance Objectives

Upon completion of Level 1, students will

1. Understand the basic word order of English sentences and questions.
2. Know the general rules of English pronunciation and recognize differences between specific sounds.
3. Know how to introduce and give vital statistics about themselves and members of their family.
4. Be able to discuss their feelings and health with a knowledge of body part vocabulary.
5. Be thoroughly oriented to the classroom situation and be familiar with classroom vocabulary and directions.
6. Know how to discuss time, including hours, days, dates, years and seasons.
7. Understand and be able to talk about American currency, including voacbulary necessary for bank and credit card transactions.
8. Be able to express basic needs using simple sentences.

Grammatical Structures

Verb "to be" - present tense

Subject pronouns

Cardinal and ordinal numbers

Common verbs - present tense

Articles - "a, an"

Negative statements - present tense

Plurals of nouns

Contractions - present tense

Adjectives

Yes and no questions - present tense

Possessive adjectives

Short answers, present tense

Object pronouns

Level 1 (Continued)

Grammatical Structures (Continued)

Present progressive tense
Use of "there is - there are"
Negative statements - present progressive
Information questions - "what, who, where, when"
Contractions - present progressive
Imperative form
Prepositions of place - "in, on, at," etc.

Primary Textbooks*

English for Adult Competency - Book 1
English in Everyday Life - Book 1
English: Your Second Language - Book 1
The Lado Series - Book 1
Side by Side - Book 1
Speaking of Pictures - Book 1
Los Verbos en Inglés - Book 1

Secondary Textbooks*

The Lopez Family
Pronunciation Contrasts in English
Regents English Workbooks - Book 1
Speaking of Numbers
Tune in to English

*An annotated bibliography of all the published material listed here appears at the end of this section.

Level 1 (Continued)

Other Materials

Films, tapes, and records
Find-a-word puzzles
Games - Lotto, Bingo, Simon Says
Games and Butterflies*
Language Master
Peabody Articulation Decks*
Teacher-made materials - picture dictionaries, short dialogues, simple reading selections, pictures for discussion (See examples at the end of this section under "Instructional Materials - Teacher-made materials")
TV Program - The Electric Company

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*An annotated bibliography of all the published material listed here appears at the end of this section.

Level 2

Performance Objectives

Upon completion of Level 2, students will

1. Know how to use the telephone and telephone directory.
2. Be able to describe clothing, including colors.
3. Be able to talk about weather conditions, including temperature.
4. Possess sufficient shopping vocabulary and skills to buy food, clothes and household items intelligently.
5. Possess a knowledge of restaurant terminology and food-ordering skills.
6. Have a knowledge of automobile-related vocabulary.
7. Know how to speak about vocations and professions.
8. Understand enough about verb tenses to express ideas about the present, past and future.
9. Be able to fill out simple application forms.

Grammatical Structures

Possession of nouns
Future tense with "going to"
Use of "this, that, these, those"
Verb "to be" - past tense
Modal auxiliaries - "can, may"
Polite requests
Regular verbs - past tense
Negatives and contractions - past tense
Count and non-count nouns
Yes and no questions - past tense
Adjectives and adverbs - comparative and superlative
Information questions - past tense
Irregular verbs - past tense
Short answers - past tense
Past progressive tense

Level 2 (Continued)

Primary Textbooks

English for Adult Competency - Book 1
English in Everyday Life - Book 1
English: Your Second Language - Books 1 and 2
The Lado Series - Book 2
Los Verbos en Inglés - Book 2
Side by Side - Book 1
Speaking of Pictures - Book 2

Secondary Textbooks

Application Forms
Pronunciation Contrasts in English
Regents English Workbooks - Books 1 and 2
Tune in to English
Verbs in Action

Other Materials

Films, tapes, and records
Find-a-word puzzles, simple crossword puzzles
Games - Bingo, 20 questions
Games and Butterflies
Language Master
Peabody Articulation Decks
Teacher-made materials - dialogues, simple reading selections, newspaper clippings, pictures for discussion (See examples at the end of this section under "Instructional Materials - Teacher-made materials")
TV Program - The Electric Company

Level 3

Performance Objectives

Upon completion of Level 3, students will

1. Possess skills necessary to read short articles, essays and advertisements and answer questions about them.
2. Be able to write paragraphs and short essays on suggested topics.
3. Know the basic rules of English capitalization and punctuation.
4. Be able to initiate and participate in discussions on suggested topics, especially those involving personal opinions.
5. Be able to write dictated sentences and paragraphs with facility.
6. Possess the necessary skills for writing short letters, business or informal.

Grammatical Structures

Possessive pronouns
Modal auxiliary - "might"
Future tense with "will"
Modal auxiliary - "should" ("ought to, had better, supposed to")
Contractions and negatives - future tense
Modal auxiliary - "must" ("have to, "have got to")
Future progressive tense
Use of "Some - any"
Probable future - "Could, would, should"
Questions and answers - "how, why, whose"
Regular verbs - present perfect tense
Attached questions
Irregular verbs - present perfect tense
Reflexive pronouns
Contractions and negatives - present perfect tense
Prepositions of time - "while, during, since", etc.
Questions and answers - present perfect tense
Short form - present perfect tense

Level 3 (Continued)

Primary Textbooks

English: Your Second Language - Book 2
The Lado Series - Book 3
Los Verbos en Inglés - Book 3
Reading Today's English - Book 1
Side by Side - Book 2

Secondary Textbooks

Connections
English in Everyday Life - Book 2
Little Stories for Big People
News for You - Edition A
React/Interact
Regents English Workbooks - Books 1 and 2
Skits in English
Verbs in Action

Other Materials

Films, tapes and records
Games - Bingo, Scrabble for Juniors
Games and Butterflies
Language Master
Teacher-made materials - topics and pictures for writing, discussion and other exercises (See examples at the end of this section under "Instructional Materials - Teacher-made materials")
Webster's New World Dictionary of the American Language-Basic school edition
Word puzzles

Level 4

Performance Objectives

Upon completion of Level 4, students will

1. Be able to express complex ideas with facility.
2. Understand the most common idiomatic expressions in English.
3. Know the techniques of effective writing.
4. Have a basic knowledge of American history and geography, including the correct pronunciation of names of states and large cities.
5. Display mastery of correct English stress and intonation.
6. Understand the construction of complex sentence structures.
7. Be able to invent or retell a story, orally or in writing, of several hundered words, using known vocabulary and sentence structure.

Grammatical Structures

Use of gerunds

Present perfect progressive tense

Use of infinitives

Past perfect tense

Contractions and negatives - past perfect tense

Use of "as - as, more than, less than"

Questions and answers - past perfect tense

Connectors - "so, either, neither"

Present perfect progressive tense

Short form - past perfect tense

Past participle as adjective

Passive voice

Use of "which"

Two-word verbs

Use of "one" as a noun substitute

Level 4 (Continued)

Grammatical Structures (Continued)

Conditionals, present tense
Embedded questions and statements
Past perfect progressive tense
Conditionals, past tense
Use of "used to, to be used to"

Primary Textbooks

English: Your Second Language - Book 3
Essential Idioms in English
The Lado Series - Book 4
Reading Today's English - Book 1
Side by Side - Book 2
Los Verbos en Inglés - Book 3

Secondary Textbooks

America's Story - Book 1
Connections
English Stress and Intonation
Figuring Out Figurative Language
Little Stories for Big People
News for You - Edition A
React/Interact
Regents English Workbooks - Books 1 - 3
Skits in English
Verbs in Action

Other Materials

Films, tapes and records
Language Master
Games - Scrabble, Boggle and similar word games

Level 4 (Continued)

Other Materials (Continued)

Teacher-made materials - topics for discussion, writing and other exercises (See examples at the end of this section under "Instructional Materials - Teacher-made materials")

Level 5

Performance Objectives*

Upon completion of Level 5, students will

1. Demonstrate sufficient mastery of English pronunciation, conversation, listening comprehension, grammar and writing skills to fully express themselves in spoken or written communication.

2. Have a knowledge of both simple and more difficult idiomatic forms of speech and figurative language.

3. Possess test-taking skills as necessary for entrance into academic and vocational programs that they will pursue after leaving the ESL class.

4. Possess skills necessary to seek and obtain employment including finding a job, applying for a job, making telephone inquiries, writing resumes and interviewing.

5. Have a basic understanding of the vocabulary and skills necessary to begin the vocational or academic program of their choice as necessary.

6. Be ready to pursue whatever their goals are beyond the ESL classroom.

Grammatical Structures

As many difficult and irregular points as time allows-

EXAMPLES:
- Use of "would rather"
- Spelling rules
- Position of prepositions
- Use of "still - any more"
- Noun forms of adjectives

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*In the case of short-term students, and those who, for whatever reason, will never reach Level 5, those objectives related to seeking employment or vocational training should be simplified and realized, to the extent possible, at Levels 1 and 2.

Level 5 (Continued)

Primary Textbooks

English: Your Second Language - Book 3
Essential Idioms in English
The Lado Series - Book 5
Reading Today's English - Book 2
Side by Side - Book 2

Secondary Textbooks

America's Story - Book 2
Connections
English Stress and Intonation
Figuring Out Figurative Language
Little Stories for Big People
News for You - Edition B
React/Interact
Regents English Workbooks - Books 2 and 3
Los Verbos en Inglés - Book 4
Verbs in Action

Other Materials

Films, tapes and records
Games - Scrabble, Boggle and similar word games
Language Master
Magazines and Newspapers
Teacher-made materials - topics for discussion, writing and other exercises (See examples at the end of this section under "Instructional Materials - Teacher-made materials")

Textbooks for Students with Special Needs*

Illiterates, Learning Disabled, Slow Learners

Adult Reader

English for a Changing World, including the Cue Book

English Side by Side with Pictures

Improving Your Handwriting

Speaking of Pictures - Books 1 - 3

Vocational Students

Shoptalk Series

Survival Vocabulary Series

Academic Students

Effective English for Colleges

TOEFL

Understanding the TOEFL: Test Kit

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*An annotated bibliography of all the published material listed here appears at the end of this section.

ESL Instructional Material

Annotated Bibliography of Published Material Used at S.F.J.C.

Adult Reader, revised edition, Austin, Steck-Vaughn Co., 1972.

A book prepared for teaching adult beginners to read and useful for illiterates and slow learners who have some spoken knowledge of English.

America's Story. Books 1 and 2. Vivian Bernstein. Austin, Steck-Vaughn Co., 1978.

A workbook approach that allows the student to increase his reading skills while learning about American history. Answer key available.

Application Forms. Benjamin Pitch. New York, Frank E. Richards Publishing Co., 1972.

A step-by-step approach to filling out all kinds of simple application forms.

Connections: Communicative, Listening and Speaking Activities. John R. Boyd and Mary Ann Boyd. New York, Regents Publishing Co., 1981.

A collection of 20 one-sided telephone conversations; the students supply the other half. Teacher's edition available.

Effective English for Colleges. 5th edition. Paul S. Burtness and Robert R. Aurner. Cincinnati, South-Western Publishing Co., 1975.

A collection of instructed exercises for writing college-level English.

English for Adult Competency. San Diego Community College District. Englewood Cliffs, N.J., Prentice-Hall, 1981.

Non-sequential minimally structured, situational units that develop oral communication skills with survival in mind.

English for a Changing World. New York, Scott, Foresman and Co., 1976.

Useful series for teaching at all levels. Teacher's edition, posters and cue book with pictures for discussion available.

English in Everyday Life: A Conversation Book. Books 1 and 2. Tina Kasloff Carver and Sandra Douglas Fotinos. Englewood Cliffs, N.J., Prentice-Hall, 1977.

An illustrated conversational approach focusing on everyday situations encountered in American life.

English Step by Step with Pictures. revised edition. New York, Regents Publishing Co., 1980.

Simple grammatical exercises with accompanying pictures to aid comprehension.

English Stress and Intonation: A Practice Book. Kenneth Croft. Culver City, Cal., ELS Publications, 1967.

Intensive drills of words and sentences for improvement of stress and intonation.

English: Your Second Language. Books 1-3. Faye Van Arsdall and Jane Hallock Combs. Austin, Steck-Vaughn Co., 1981.

Short stories followed by instructed exercises about many common points of English grammar. Teacher's edition available.

Essential Idioms in English, revised edition. Robert J. Dixon. New York, Regents Publishing Co., 1971.

A collection of extensive practice exercises, on all levels, of hundreds of common English idioms, particularly verbs.

Figuring Out Figurative Language. Edwin H. Smith and Barbara C. Palmer. Tallahassee, Florida Department of State, 1982.

A programmed approach to teaching many common English similes and metaphors.

Games and Butterflies. Katherine Kennedy and Ellen Sarkisian. Syracuse, N.Y., New Readers Press, 1979.

More than 50 reading, writing, listening and speaking games for ESL teachers to use in class.

Improving Your Handwriting. Rebecca Mae Townsend. Austin, Steck-Vaughn Co., 1978.

A book of cursive writing exercises, using letters, words and sentences.

Lado English Series, new edition. Books 1-5. Robert J. Lado, New York, Regents Publishing Co., 1978.

A complete grammatical course in English, and well known in the ESL field. Teacher's edition, workbooks, tapes and tests available.

Little Stories for Big People. Sol Gonshack. New York, Regents Publishing Co., 1976.

A collection of humorous short stories, each dealing with a different emotion and followed by discussion questions.

The Lopez Family. Dorothy Y. Goble. Austin, Steck-Vaughn Co., 1967.

One of the very few readers available for beginning ESL students.

News for You. Editions A and B. Syracuse N.Y., New Readers Press.

A weekly newspaper about current events accompanied by written exercises and questions for discussion.

Peabody Articulation Decks. James O. Smith and Deborah Deutsch Smith. Circle Pines, Minn., American Guidance Service, Inc., 1975.

Ten decks of picture cards, grouped by sound for speech development and remediation, designed to articulate correctly the 18 most difficult consonants and consonant blends. Teacher's manual with suggestions for use included.

Pronunciation Contrasts in English. Don L. F. Nilsen and Aileen Pace Nilsen. New York, Regents Publishing Co., 1973.

A book of pronunciation drills using minimal word pairs that can be practiced with students at any level.

React/Interact: Situations for Communication. Donald R.H. Byrd and Isis Clemente - Cabetas. New York, Regents Publishing Co., 1980.

A collection of 22 "problem" situations for which students must offer solutions and their opinions, both orally and in writing.

Reading Today's English. Books 1 and 2. Lulu Hayes Pierce and Elizabeth M. Humbarger. Austin, Steck-Vaughn Co., 1975.

Textbooks designed to improve the reading skills of adults and expose them to conversational idioms by presenting 30 short stories about practical situations.

Regents English Workbooks. Books 1, 2, 3. Robert J. Dixon. New York, Regents Publishing Co., 1969.

Nothing but instructed exercises, one per page, on all levels of English grammar. Answer keys available.

Shoptalk: Vocational Reading Skills. Boston, Allyn and Bacon, Inc., 1978.

A series of books that focus on different vocations and the reading, writing and related skills needed for the job. Titles include Metals and Machines, Carpentry, Electronics, The Automobile, Electricity and Agriculture.

Side by Side: English Grammar through Guided Conversations. Books 1 and 2. Steven J. Molinsky and Bill Bliss. Englewood Cliffs, Prentice-Hall, 1980.

A conversational grammar book that isolates grammatical structures and offers drills in the form of meaningful conversational exchanges.

Skits in English, new edition. Mary Elizabeth Hines. New York, Regents Publishing Co., 1980.

30 two-or-three-page skits, each emphasizing one or two basic points of English grammar, followed by role-playing activities.

Speaking of Numbers: Skillbuilding in English and Arithmetic. Daniel Rusthoi. Silver Spring, Maryland, Institute of Modern Languages, 1979.

A self-instructional workbook that presents exercises covering the essential technical vocabulary and subject matter of numbers and simple arithmetic.

Speaking of Pictures: English as a Second Language. Books 1-3. Kathleen Kelley Beal. Austin, Steck-Vaughn Co., 1981.

60 situational pictures and three workbooks of oral and written exercises. Teacher's edition available.

Survival Vocabularies. Hayward, Cal., Janus Book Publishers, 1979.

A series of workbooks that deal with vocabulary related to different jobs and practical life situations. Titles include Banking Language, Clothing Language, Credit Language, Drugstore Language, Entertainment Language, Job Application Language, Restaurant Language, and Supermarket Language.

TOEFL. Edward C. Gruber and Gary R. Gruber. New York, Monarch Press, 1981.

540 pages of practice tests, exercises and grammatcial instruction to prepare for the TOEFL.

Tune in to English. Uwe Kind. New York, Regents Publishing Co., 1980.

20 universally known melodies with new lyrics that present idiomatic expressions, vocabulary and structures.

Understanding TOEFL: Test Kit. Princeton, Educational Testing Service, 1980.

Everything you need to take the TOEFL test in one box: a sample test, workbook, tape, and record--even a pencil and pencil sharpener.

Verbs in Action. Linda A. Ferreira. Rowley, Mass, Newbury House, 1978.

A collection of exercises using verbs in all tenses.

Los Verbos en Inglés. Books 1-4. Betty Clare Moffatt. Austin, Steck-Vaughn Co., 1976.

A workbook presentation of the most-used tenses of about 100 common English verbs-can be adapted for use with non-Hispanic students.

Webster's New World Dictionary of the American Language, basic school edition. Englewood Cliffs, N.J., Prentice Hall, 1976.

A good illustrated dictionary for ESL students.

INSTRUCTIONAL MATERIALS

TEACHER-MADE MATERIALS

(The following pages illustrate examples of teacher-made materials, and are provided as inspiration for ESL teachers faced with the task of creating such materials.)

Example A

PICTURE DICTIONARY

(Level 1)

Source: Lois McClain

Example B

SIMPLE DIALOGUES

(Level 1)

At the shoe store

Clerk: Can I help you?

Tom: Yes, there's something wrong with these shoes I bought yesterday.

Clerk: Wrong? What's wrong?

Tom: Look in the box. You'll see that the shoes aren't mates.

Clerk: Not mates? Impossible.

Tom: Well, look at them. One is size 9½ and one is size 10.

Clerk: Well, didn't you try them on?

Tom: I tried on some of both sizes and I guess I ended up with one of each.

Clerk: Oh, dear. That means there's another odd-sized pair on the shelves. Just sit down and I'll try to find your other shoe.

At the check-out counter

Customer: Excuse me, Miss, but I think I should get some more change.

Checker: Your purchases came to $7.24 and I gave you back $2.76.

Customer: Yes, but that only adds up to ten dollars.

Checker: That's right.

Customer: And that was a twenty I gave you.

Checker: A twenty? Are you sure? Oh my goodness, you are so right. You have ten more dollars coming. I'm so sorry.

Customer: That's all right. I made a mistake once myself.

Source: Lois McClain
S.F.J.C.

Example C

SIMPLE READING SELECTIONS

(Level 1,2)

Read and answer questions - Who, What, When, Where, and Why

1. At 9:00 tonight President Reagan will make a speech on TV. He will talk about unemployment and inflation.
2. Last Sunday night a policeman caught a man trying to rob a convenience store on Main Street. He arrested the man and took him to the police station.
3. We saw an accident last night on Highway 27, five miles south of Avon Park. It was raining hard and the road was slippery. A truck hit the back end of a Volkswagen. Nobody was hurt.
4. There was no power on East Main Street yesterday for two hours. A car hit a utility pole and it broke off, cutting off the electricity.

Read the paragraph and answer the questions at the end

1. It was time to get ready for church. Bob took a shower, shaved, and got dressed. He put on his new shirt and his brown pants. He walked down the street carrying his Bible.
    1. What did Bob do to get ready for church?
    2. What clothes did he put on?
    3. What did he take with him?
    4. How did he go?
2. Marie likes music. She saved up some money and bought herself a guitar. Every evening she sits in her room alone and practices playing the guitar and singing. She sounds good.
    1. What does Marie like?
    2. Why did she save her money?
    3. Does she practice with a teacher?
    4. Is she a good singer?

Source: Lois McClain
S.F.J.C.

Example D

TOPICS FOR WRITING, DISCUSSION, AND OTHER EXERCISES

(Levels 1-5)

PRINTED MATERIAL - IN THE CLASSROOM INSTEAD OF THE WASTEBASKET

LEARNER ACTIVITIES

GROCERY LIST

BEGINNING: 1. direct copying 2. memory write vocabulary (recall) 3. where there are blanks for letters, fill in for correct spelling.

PROGRESSING: 1. from a grocery ad, make an original grocery list 2. make a list of the mass nouns and then the count nouns 3. write questions asking if a supermarket sells certain items.

TRAFFIC SIGNS

BEGINNING: 1. orally spell terms on signs, write as letters are dictated 2. fill in appropriate terms on basic shapes of common signs (yield, stop, etc.) 3. given the three colors of the traffic lights, write the meanings they represent.

PROGRESSING: 1. from signs with illustrations only, explain in writing the messages 2. where there are blanks for words or letters, fill in appropriately to make a sign (ex. soft shoulders) 3. write sign terms/phrases that you see on your way to English class.

LETTERS

BEGINNING: 1. direct copying 2. memory write one line at a time 3. change closing and salutation by choosing from a list of other appropriate vocabulary (ex. sincerely---yours truly).

PROGRESSING: 1. outline purpose of writing letter, using past tense (ex. "John said...", "John asked...") 2. given another purpose for the letter, change vocabulary to serve new purpose 3. cutline a purpose for your own letter-write the letter in a similar manner as the original, changing vocabulary when needed.

POST CARDS

BEGINNING: 1. direct copying 2. memory write each line 3. make a list of words from the post card that are directly related to the illustration on the front.

PROGRESSING: 1. change all verbs to present continous tense; make all necessary changes 2. change all verbs to past tense; make all necessary changes 3. given a blank post card with an illustration on the front of a certain vacation area, relate imagined vacation experiences in present continuous tense (ex. "I'm having fun...", etc.)

NOTES, MESSAGES

BEGINNING: 1. direct copying 2. fill in blanks with appropriate words 3. fill in (by prompting from instructor) the subject pronoun "I" in its appropriate places.

PROGRESSING: 1. given a sample of a short note, change the note to a third person (ex. original: "...will be home about 8:00..."--- "He will be home at 8:00...") 2. change note to paragraph form without prompting by the teacher. 3. find a friend; write a question to him; have him answer it on the same paper and prompt him to write you another question...etc.

MAPS

BEGINNING: 1. copy on a blank map information given on the original 2. draw the map that is dictated to you; label appropriately 3. looking at your map, write simple directions using simple commands.

PROGRESSING: 1. read a set of directions, draw a corresponding map and label appropriately 2. given a labeled map, write directions, using simple commands 3. draw a map from your home to your school or work, label appropriately and write the directions using simple commands.

SONGS

BEGINNING: 1. direct copying 2. memory write or 3. write what is dictated.

PROGRESSING: 1. fill in the blanks of the song by listening to the song itself 2. write the main idea of the song in paragraph form, using the verbs found in the song 3. explain what you think prompted the writer to write the song.

DICTIONARY

BEGINNING: 1. copy the alphabet in its correct order by writing the first letter of each word as you come to it 2. given a letter of the alphabet, write the letter that comes before it in the dictionary and the one after it. 3. given a word orally, write the word, find it in the dictionary, and write the page number it was found on.

PROGRESSING: 1. copy a given word and its definition 2. explain the above definition in your own words 3. given a full page or section out of the dictionary, write a sensible paragraph using as many words as possible from the page; write the words used and the definitions at the bottom of the page.

MOVIE ADS

BEGINNING: 1. copy all pertinent information; time, name, rating, theater with cues from the instructor 2. given another ad, write the same information as above without help from teacher 3. answer questions with, "How", "What", "When", "Where" by using the ads for cues to the correct responses.

PROGRESSING: 1. given a particular movie ad, make a list of the names, of the objects and people you see 2. given an illustration of a movie ad, write what you think would be a good title

for the movie and what might be a good plot (keep it short) 3. write in paragraph form your plans for tonight; use the information from a movie ad.

ADDRESS BOOK

BEGINNING: 1. copy the alphabet tabs on the pages of the book 2. copy the vocabulary in the address book and the name, address and phone information written for you by the teacher (vocabulary: name, address, phone number, zip code, etc.) 3. ask classmates for address information and write dictated information in appropriate areas of the address book.

PROGRESSING: 1. given three descriptive paragraphs about three different people, choose the paragraph that corresponds to a given section of the address book 2. given a page of the address book, choose a name and write a paragraph about the person with the information given in the book 3. given a section of the address book with an address change, write a paragraph about the person in question, using the past tense to talk about where he did live and present tense for his new address.

FOR SALE ADS

BEGINNING: 1. copy sale ads 2. copy abbreviations and their meanings with cues from the teacher 3. from looking at flashcards with the abbreviations on them, write the words that each symbolize.

PROGRESSING: 1. given a sale ad from the classified section of the newspaper, change the adjectives to others 2. given a sales ad, describe the sales item in paragraph form 3. given a picture or object, try to sell it by writing an ad--use appropriate abbreviations.

COMIC STRIPS

BEGINNING: 1. copy dialogues 2. write names of objects and/or people you see in the story 3. given a comic strip out of sequence (teacher cuts story up into individual squares), put the story in order and rewrite the story in your own words.

PROGRESSING: 1. write briefly the main ideas of the strip 2. given a comic strip with blank bubbles, write your own dialogue in the bubbles 3. rewrite story as a reporter, using past tense to relate the action.

HOROSCOPE

BEGINNING: 1. direct copying of your personal horoscope 2. make a list of the verbs found in the future tense 3. write the time and frequency words used in the predictions.

PROGRESSING: 1. change your horoscope to past tense; pretend the predictions came true 2. make predictions in writing for a classmate's life 3. given a sequence of one person's actions for a day or period of time, "predict" that everything will happen in the future.

NEWS ARTICLE

BEGINNING: 1. copy an article 2. fill in blanks without referring to original article 3. explain the main idea of the article in note form - no full sentences necessary.

PROGRESSING: 1. given three pictures and an article, choose which picture is being talked about and copy the article under the picture 2. change all verbs to future tense; make appropriate changes 3. imagine yourself a reporter - give an account of the last 30 minutes in class.

GROCERY ADS

BEGINNING: 1. copy the information on the ad-price, amount, namebrand, with cue from teacher, label appropriately 2. given another ad, make a list showing the price amount, namebrand, and sale item without a cue from the instructor 3. make a grocery list from the ad.

PROGRESSING: 1. given a picture of a group of food items, write an ad for it, following a real grocery ad as a model 2. given two different supermarket ads of the same food item, compare and contrast on paper the prices, amounts, namebrands, stores, etc. 3. given a certain meal suggestion (breakfast, lunch, dinner), choose from a small grocery ad appropriate food to make the meal and the costs; make a list of these.

MAGAZINES

BEGINNING: 1. copy parts of the table of contents 2. in the table of contents, cover the titles of the articles; look up several page numbers; copy the titles of the articles on the particular pages, go back to the table of contents to check for accuracy in copying 3. match various pictures with their appropriate captions, write each caption under its corresponding picture.

PROGRESSING: 1. change given titles to correct and complete sentences 2. given a magazine advertisement with no words, write in relation to the ad illustration 3. given an illustration and a corresponding title for an article, write an appropriate caption for the illustration; keep the main idea of the article in mind.

RECIPES

BEGINNING: 1. direct copying 2. make a list of ingredients from the recipe copied and match them with the correct illustrations (ex. salt) 3. write a list of verbs in the recipe that are simple commands; match with appropriate visuals (ex. beat).

PROGRESSING: 1. change simple commands to past tense 2. using pictures in a sequence, write the action in command form using common verbs and ingredients found in recipes (ex. add eggs and milk, etc.) 3. write your favorite recipe; include ingredients and directions.

TELEPHONE BOOK

BEGINNING: 1. write alphabet by following sections of the phone book 2. given front page of book, copy emergency phone call numbers and label them (ex. police: 822-1131, etc.) 3. given the name of a certain business, write the page number where it is located in the phone book and write its address.

PROGRESSING: 1. with one business, fill in pertinent information; name, address, phone number, specialty, etc. 2. with the same business, decide on the specialty and find the name in the Yellow Pages of the phone book (ex. "Hobb's Electric," look up electricity) Write down the business found before and after the business in question 3. write the business a letter, asking for information such as location, business hours, directions, average prices, etc.

MENUS

BEGINNING: 1. copy one section of the menu (dessert, breakfast, etc.) 2. copy store or restaurant information: name, address, location, business hours, specialties, etc. 3. given a section of a menu answer interrogative word questions such as "What goes with _____?", "How many _____ are there?", "How much is _____?"

PROGRESSING: 1. given a picture of food items, write your own short menu with prices 2. from a section of a menu, write your own dialogue asking a waiter for a certain meal and beverage 3. given a section of the menu, imagine you have just eaten and comment on your food.

OBITUARIES

BEGINNING: 1. direct copying 2. fill in blanks with the appropriate verbs in past tense 3. make a list of the family members and names of a certain deceased one.

PROGRESSING: 1. given a descriptive paragraph about a person, (with all the appropriate information for this exercise), write an obituary, following the same style as the others you have read 2. predict the life and death of a person, using his obituary for information 3. write an obituary about a famous person already dead.

CALENDAR

BEGINNING: 1. write the months of the year by the order in which they appear on the calendar 2. given a certain month, write the holidays indicated 3. write the dates of your favorite holiday and birthdays of your friends/ family; write both the holidays and the people's names.

PROGRESSING: 1. given a certain date as being today, write yesterday's date, the name of the day, and what you had to do yesterday 2. given a certain date as today, write tomorrow's date, day and what you are going to have to do tomorrow 3. given a day's schedule in paragraph form, write short reminders on the calendar for that day, using simple commands.

Source: Nancy Lee
Vocational Education for Speakers of Other Languages (VESOL)
Broward County Public Schools
Broward County, Florida

Example E

TOPICS FOR WRITING AND DISCUSSION

(Level 3,4,5)

1. Explain your choice for your college major. Discuss at least four reasons for your choice.
2. Compare/contrast your first impressions of college to your present ones. Discuss at least four impressions.
3. Explain events in your life that have influenced you most. Cite specific examples.
4. State your personal view of a contemporary political/social problem in the world. Support your opinion with specific examples.
5. Discuss at least four characteristics of a genuine friend.
6. Tell about an event that caused you strong emotion. Be specific.
7. Married life is the best (worst) way to live. Support your opinion with examples.
8. People use marijuana for a number of reasons.
9. Single life has several advantages (disadvantages).
10. Today was very hectic for me.
11. I oppose (support) abortion for several reasons.
12. Homosexuals should (should not) be allowed to teach in schools.
13. The death penalty should (should not) be imposed for certain crimes.
14. Prostitution should (should not) be legalized.
15. Discuss at least four characteristics of a good teacher.
16. Describe a specific place that has its own special characteristics. Use details and illustrations.
17. Americans give (don't give) a damn.
18. Advertisements reflect male fantasies about women.
19. America is (is not really) a free country.
20. Write about any subject.

Source: Nancy Lee

Example F

TOPICS FOR WRITING AND DISCUSSION

(Level 3,4,5)

Abstract Topics to Make Specific

Animals
Pets
Writers
Poetry
Maturity
Advertising
Art
Doctors
Teachers
Men
Women
Homes
Pornography
Pastimes
Cars
Radio
Television
Politics
Psychology
Hostility
Laws
Teenagers
Democracy
Communism
Growing Up
Success
The place for me
School Dances
My favorite things
Emotions
Logic

Jobs
Money
History
Philosophy
College Education
Science
Vacations
Sports
Insurance
Newspapers
Restaurants
Dancing
Dieting
Food Health
Accidents
Foreign Languages
Racial Prejudice
Pollution
American culture
Latin culture
Athletes
Films
Actors/Actresses
Foreign countries
Christmas
Cheating
Patriotism
The President
Energy
Motivation
Organization

Source: Nancy Lee

Example G

SELECTED COMIC STRIPS - TOPICS FOR DISCUSSION AND WRITING

(Level 2,3,4,5)

1. From the frames below, tell what happens in each set, then conclude with the main idea.

FUNKY WINKERBEAN
I GUESS IT'S TRUE WHAT THEY SAY.
BEHIND EVERY CLOUD THERE'S A SILVER LINING.
LOSING MY JOB WILL CERTAINLY MAKE IT EASIER FOR ME TO STAY ON MY DIET.
YOU CAN'T GET DONUTS WITH FOOD STAMPS!
ANN, I'M GLAD I CAUGHT YOU! I'VE FIRED THE CLAY PIECES THAT YOU MADE IN MY EVENING CLASS!
FIRED!?
WAAAAH!!
WAAAH!
YOU DON'T CARE FOR THE GLAZE, RIGHT?
I'M REALLY GOING TO MISS THIS SCHOOL! I'M EVEN GOING TO MISS MY FIFTH PERIOD CAFETERIA STUDY HALL!
HOW'S IT GOING, ANN?
SHE'S GETTING HYSTERICAL!
IT'S JUST BEGINNING TO SINK IN THAT I'M CLEANING OUT MY DESK FOR THE FINAL TIME!
TRY NOT TO WORRY, ANN! I'M SURE SOMETHING WILL TURN UP!
HERE, YOU MIGHT AS WELL TAKE MY ASPIRIN!

SPECIFICS: 1) _____

2) _____

3) _____

4) _____

MAIN IDEA: _____

Source: Nancy Lee

Example H

NEWSPAPER ADVERTISEMENTS

(Level 2,3,4)

DIRECTIONS: With the information given from the "FOR SALE" ads and the "SALE" ads below, fill in the blanks appropriately.

1) OBJECT/PERSON DESCRIBED: _____

PURPOSE(S) OF AD: _____

SPECIFICS:

a) _____

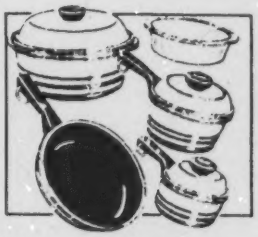
b) _____

c) _____

d) _____

e) _____

f) _____



SAVE $10
8-pc. aluminum cookware set
Set includes 1 and 2-qt. covered saucepans, double boiler insert, 4½-qt. Dutch oven, and 10¼-in. skillet. SilverStone® non-stick interior.
Reg. sep. prices total $59.88 **49.88**

TOPIC SENTENCE: _____

ADDITIONAL ADJECTIVES TO DESCRIBE: _____

2) OBJECT/PERSON DESCRIBED: _____

PURPOSE(S) OF AD: _____

SPECIFICS:

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

Ambassador Adult Community Apts.
PH: 988-1905
EFFICIENCY 1&2 BEDROOMS
FURNISHED & UNFURNISHED
•full size kitchens, garbage disposal, self cleaning oven, frost free refrig •Spacious living area •Large Closets •Security •Pool •Tennis •Riverfront Manager on premises
HOURS: M-Sat. 8-5:30 Sun. 1:00-5:00
SORRY, NO PETS!
Ambassador Apts
4824 E. BUSCH BLVD.
Quality isn't everything... it's the only thing!

TOPIC SENTENCE: _____

ADDITIONAL ADJECTIVES TO DESCRIBE: _____

Source: Nancy Lee

BEST COPY AVAILABLE

Example I

(Level 3,4,5)

COMMON GRAMMAR USAGE WITHIN RHETORIC FORMS

DESCRIPTION

adjectives
linking verbs
prepositional phrases
adverbial conjunctions (also, furthermore, etc.)
coordinating conjunctions (but, and, etc.)
comparative forms of adjectives/adverbs
superlative forms of adjectives/adverbs
commas
pronouns

HANDS-ON MATERIAL TO DEVELOP DESCRIPTIVE WRITING

movie ads
for sale ads
comic strips
magazines
obituaries
police report - criminal description
photographs
paintings
recorded sounds

EXPOSITION

imperative verb forms
contractions (don't)
idioms (transitional phrases - after all, at any rate, by the way, etc.)
adverbial conjunctions
coordinating conjunctions
ordinal numbers
prepositional phrases
commas
pronouns

HANDS-ON MATERIAL TO DEVELOP EXPOSITORY WRITING

recipes
game directions
maps
manuals
letters
notes
dictionaries

Common Grammar Usage Within Rhetoric Forms (Continued)

NARRATION

action verbs
direct quotations
direct address
commas
quotation marks
past tense verbs
adverbial conjunctions
coordinating conjunctions
adverbs
adjectives
pronouns

HANDS-ON MATERIAL FOR NARRATIVE WRITING

comic strips
newspaper articles
police report (response to "What happened?")
meeting minutes
letters
post cards
notes
movie ads
horoscopes
obituaries
calendars

ARGUMENTATION

auxiliary verbs (would, should, could, etc.)
definite/indefinite articles (a, an, the, some, etc.)
comparative forms of adjectives/adverbs
superlative forms of adjectives/adverbs
adverbial conjunctions
coordinating conjunctions
capitalization (specific people, locations, ideas)
direct quotations
quotation marks

HANDS-ON MATERIAL FOR ARGUMENTATIVE WRITING

editorials
advice columns
political platforms
cover letter for resume
television commercials
magazine/newspaper advertisements
university application - letter form
for sale ads
petition for divorce

Source: Nancy Lee

SECTION IV

TEACHING METHODS AND OTHER AIDS FOR THE INSTRUCTOR

SECTION IV

TEACHING METHODS AND OTHER AIDS FOR THE INSTRUCTOR

During the course of the project workshops, it became evident that instructors needed more than just ideas about curriculum to do an effective teaching job. Questions about teaching methods, recruitment/retention of students, and cultural/language contrasts were raised.

This section includes some handouts provided by Nancy Lee, the project consultant. Their use is self-explanatory, and will hopefully give new insights into both subject and students. General categories include

TEACHING METHODS AND STUDENT ACTIVITIES
RECRUITMENT AND RETENTION
CULTURAL AND LANGUAGE CONTRASTS
(Latin and Haitian Students)

In addition to this material Miss Lee strongly recommends a book of teaching methodologies, a copy of which S.F.J.C. provides to all its ESL instructors:

Teaching English as a Second Language: Techniques and Procedures. Christina Bratt Paulston and Mary Newton Bruder. Cambridge, Mass., Winthrop Publishers, 1976.

As the cover of this book states, it "emphasizes uniquely the techniques of language learning and teaching - what the teacher is supposed to say and do in the actual classroom situation." Filled with ideas for teaching all six aspects of language -- grammar, pronunciation, conversation, listening

comprehension, reading comprehension and writing -- it offers a particularly good section on using a variety of drills for grammar instruction, and is an invaluable aid for any teacher.

TEACHING METHODS AND STUDENT ACTIVITIES

(These techniques can be adapted for use with students at any level.)

Example A

SAMPLE LESSON PLAN

ENGLISH AS A SECOND LANGUAGE LEVEL I

CALENDAR TIME/ORDINAL NUMBERS

A P L SKILLS: Knowledge of dates, birthdays, holidays.

PERFORMANCE OBJECTIVE: The adult learner will be able to identify days, weeks, months, years.

GRAMMAR: Verb "to be" in simple present tense, prepositions, interrogative word questions with what and when, how many.

VOCABULARY: Calendar, days of week, months of year, holidays, ordinal numbers, birthday, wedding, date, yesterday, tomorrow, today.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Give the adult learner a calendar of all 12 months. Write the word calendar. Model word while pointing to the calendar.	1. Observes, Listens	-Everyday Dialogues in English, page 161 -Exercises in English Conversation, pages 33-36
2. Model "This is a calendar." Cue to repeat.	2. Repeats	-Learning English, pages 37-41
3. Show the adult learners each month, modeling each one.	3. Listens	-Calendars
4. Model one month at a time. Cue to repeat.	4. Listens, Repeats	-Blackboard

CALENDAR TIME/ORDINAL NUMBERS (Continued)

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
5. Ask adult learner "How many months are in a year?" Cue response. Have learners refer to calendar.	5. Responds	
6. Show him/her one week. Model days of the week. Cue to repeat.	6. Listens, Observes, Repeats	
7. Model questions "What day is this?" pointing to specific day on calendar. Cue to repeat.	7. Repeats	
8. Respond with a day of the week. Continue to cue question until 7 days are modeled.	8. Repeats	
9. Reverse roles. Ask question "What day is this?" Cue response by pointing to days on calendar.	9. Responds	
10. Ask "How many days are in a week?" Cue response. Have learners refer to calendars on desks.	10. Responds	
11. Ask "How many weeks are in a month?" Cue response.	11. Responds	
12. Ask "How many days are in (a month)?" Cue response.	12. Responds	
13. Show him/her how to write the months and days and their abbreviations. Cue to copy.	13. Writes	

CALENDAR TIME/ORDINAL NUMBERS (Continued)

	INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
14.	Point to today's date. Model "Today is (date)." Cue to repeat.	14. Repeats	
15.	Repeat step # 14 with yesterday and tomorrow's dates introducing vocabulary yesterday and tomorrow.	15. Repeats	
16.	Using a calendar, show when the following holidays are: Thanksgiving - fourth Thursday in November Christmas New Year's Day Memorial Day Independence Day	16. Observes	
17.	Have learner write dates of holidays and read aloud for pronunciation corrections.	17. Reads, Writes	
18.	Briefly explain the significance of each holiday by using pictures of people celebrating them (use simple language and pantomine).	18. Observes, Listens	
19.	Present Dialogue	19. Repeats, Role-plays	

Additional Activities

1. Use birthdays to teach dates.
2. Use "When is (holiday)?" to practice dates.
3. Use "When is (date)?" to practice holidays.
4. To practice the days of the week, use "When is class?" "When is church?".

DIALOGUE FOR CALENDAR TIME/ORDINAL NUMBERS

Cynthia: My party is on February fourteenth.

Lucy: That's Valentine's Day! I can't go.

Cynthia: How about 3 weeks from today?

Lucy: What's today?

Cynthia: January fourth. 3 weeks from today is the twenty-fifth.

Lucy: I can't go.

Cynthia: Why not?

Lucy: January twenty-fifth is my birthday!

Source: Nancy Lee
Project 310 - Orange County Public Schools
Orlando, Florida

Example B

A GUIDE FOR ESL TEXTBOOK EVALUATION

(A teacher can use this to determine if a textbook is suitable for the needs of the students and the aims of the program)

AUTHOR _____

TITLE _____

PUBLISHER _____

_____

LEVEL beginner intermediate advanced

STUDENT AGE children adolescents adults

COURSE TIME REQUIRED

quarter quinmester semester year other specify:_____

PURPOSE conversation pronunciation reading writing

special specify:_____

AREA sounds vocabulary grammar culture

other specify:_____

EXPLANATIONS AND INSTRUCTIONS native language target language

SEQUENCE OF DIFFICULTY yes (good bad) no

METHOD deductive inductive mixed

grammar translation audiolingual eclectic

EXERCISES many enough few none

elaboration: good poor

type: mechanical meaningful communicative mixed

VOCABULARY everyday language stilted up-to-date archaic

meeting student interest: yes considerably no

sociolect: standard nonstandard

English from where: Great Britain North America Australia

other: _____

A guide for ESL Textbook Evaluation
Continued

READINGS
environment: city rural mixed other specify:_____

topics: historical political social/cultural
mixed

contemporary out-of-date

attractive not attractive

VISUALS many enough none

helpful as classroom visual aid: yes no

REALISM OF GENERAL CULTURAL IMAGE realistic stereotype

OBSERVATIONS:

_____

_____

_____

_____

_____

_____

Source: Nancy Lee

Example C

CLASSROOM ACTIVITIES FOR TEACHING SPEAKING SKILLS

Have students:

1. Repeat sentences of varying lengths.
2. Memorize and recite a passage, poem or dialogue they have learned.
3. Take one of the roles in the dialogue just learned.
4. Formulate questions from a given oral or written passage.
5. Answer questions when given specific instructions or without a cue.
6. Ask direct questions when indirect statements are given (ex. Ask how I got to school this morning).
7. Describe what they see in a visual.
8. Relate orally something that happened in the past, something right now (...ing), and something to happen in the future.
9. Summarize orally a newspaper article.
10. Orally attempt to sell an item from a sales advertisement.
11. After listening to and learning a popular song, ask questions and supply answers about the song content.
12. Use repetition, minimal pair and substitution drills often.
13. Play the word game Gossip. Students sit in a circle. One person whispers one or two sentences to the next, and the utterances pass to the final person. That person says aloud what he thought was said initially.
14. Divide into groups of equal size. Each group will be provided a set of pictures. The entire group must jointly invent a story that includes ideas from the pictures. Then one or several spokesmen from each group tells the story to the class.
15. Divide into pairs. Have one student interview the other. Then each student tells the rest of the class about the classmate.

Written by: Mary Finocchiaro
Michael Bonomo
Nancy Lee

Example D

CLASSROOM ACTIVITIES FOR READINC/WRITING SKILLS

Have students:

1. Complete sentences based on a passage read when a choice is given.
2. Complete a sentence when a choice is not given.
3. Complete a logical inference (He had worked eighteen hours without a break. He was rich/tired/stupid).
4. Formulate questions from a passage and then answer them.
5. Answer several questions from a passage read silently.
6. Give definitions of selected words in a passage.
7. Outline a paragraph. Summarize a passage.
8. Determine whether a statement read is true or false.
9. Read a passage and cross out unnecessary words.
10. Insert appropriate punctuation marks and capital letters in a passage.
11. Reconstruct a sentence from several words (boys/movies/yesterday).
12. Answer questions substituting pronouns for nouns.
13. Write what they see in a visual.
14. Rewrite a passage changing the tone (ex. formal to informal, angry to sympathetic)
15. Take a dictation - spot or regular.

Written by: Mary Finocchiaro
Michael Bonomo

Example E

ESL INSTRUCTIONAL TECHNIQUES FOR CONTENT AREAS

1. Outline key points and major details for each day's lesson.
2. List key vocabulary.
3. Simplify English structure and vocabulary, not concepts.
4. Have student build a bilingual dictionary based on his daily lesson.
5. Encourage group projects so that peer modeling and instruction can be utilized.
6. Provide both verbal and non-verbal activities in each lesson.
7. Limit the amount of time spent on classroom discussion.
8. Limit vocabulary used in presentations.
9. Provide oral and written instructions for each day's assignment.
10. When possible, use actions to reinforce oral statements.
11. Keep classroom language constant.
12. When questioning a student, begin with yes/no questions; then proceed to wh questions.
13. If possible, arrange for a special grading system: a contract, pass/fail, or a monitoring grade.
14. Be realistic in your expectations; be sensitive; be patient.

Source: Mary Galvan and Muriel Saville-Troike; presentations at the CAL Indochinese Workshop; Arlington Heights, Illinois, Nov. 14, 1975.

RECRUITMENT AND RETENTION

Example A

TECHNIQUES FOR EFFECTIVE RECRUITMENT

1. Make night home visits.
2. Publicize through local elementary and secondary schools.
3. Make native language ads and posters. (See Example B)
4. Set up class near residential areas of the students.
5. Encourage car pools for those students interested in attending.
6. After initial visits, follow up with phone calls, using native language assistance when possible.
7. Take advantage of public service ads - radio, television, newspaper.
8. Publicize through religious organizations and church leaders who speak the native language of the target population(s).
9. Use past success stories of former students to persuade the students that being able to communicate in English can be profitable.
10. Provide the prospective students with clear language goals to be met in the classroom (ex. survival skills, employability skills, college preparatory, etc.)

Source: Nancy Lee

Example B

A Poster Inviting Hispanics to ESL Classes

¡VENGAN!

Se Ofrecen Clases de Ingles

Durante el dia en

South Florida Junior College

Durante la noche en

Avon Park Lake Placid Sebring

LLAME 453-6661 x153

Example C

TECHNIQUES FOR ESL STUDENT RETENTION

1. Invite community leaders and professionals to visit the class and provide cultural and employment information.

2. Keep walls covered with student classwork and homework that are well done.

3. Keep current photos of students at work on display for motivational and self-pride purposes.

4. Develop class newsletters in simplified English and native language when possible to announce successes such as getting a driver's license, a new job, a second job, an advancement, etc.

5. Keep a record of student addresses and phone numbers and constantly keep in touch.

6. Always give homework. Keep a formal attitude about completion of assignments. The target populations are accustomed to thinking of education as very serious.

7. Display articles of native culture in classroom.

8. Have students chip in and provide coffee and refreshments each week if possible.

9. Have students be responsible for specific language competencies (ex. Knows how to tell time fairly accurately).

10. Have at least one social get-together each quinmester, making it a cultural awareness experience. Invite community leaders, school administration, etc. This idea is excellent PR.

Source: Nancy Lee

CULTURAL AND LANGUAGE CONTRASTS
(Latin and Haitian Students)

(The cultural characteristics presented in this section are general, and should not be considered as true for all members of an ethnic group.)

Example A

CULTURAL CONTRASTS/FEATURES

	American	Hispanic	Haitian
1.	Clear separation of work and play	No clear separation of work and play; often occur at the same location simultaneously	Inexperienced in holding employment
2.	Orientation toward the future; little emphasis or value placed on the present and past	The present is always the most important time, the future a mere dream, the past nostalgic	Same as Hispanic
3.	Motivation for personal achievement	Motivation for family achievement	Same as Hispanic
4.	Competition	Easy-going	Same as Hispanic
5.	Informality and equality in social relations	Formality and class/age distinctions in social relations	Same as Hispanic
6.	Directness in communication	Formal, often distant, tactful communication	Same as Hispanic
7.	Objectivity in relations with others	Subjectivity in relations with others	Same as Hispanic
8.	Human being perceived as separate and superior to nature	Human being perceived as part of nature	Same as Hispanic
9.	Stress on the value of material possessions	Material possessions are seen as valuable only in terms of service to the family and its well-being	Same as Hispanic

Cultural Contrasts/Features (Continued)

	American	Hispanic	Haitian
10.	The ability to view people in fragments or react to them in terms of isolated parts or roles rather than a total personality	The ability to view people and react to them in terms of a total personality rather than in fragments or isolated parts	Same as Hispanic
11.	The concept of a distinct, separate, isolatable "self," resulting in an emphasis on individualism, self-reliance and independence	The concept of "self" only as a part of a much greater whole - family, country, world or universe	Same as Hispanic
12.	Informality and equality in dress and personal appearance	Formality in dress and importance of dressing "for the occasion"	Same as Hispanic

Example B

CONTRASTING KEY CONCEPTS IN ANGLO vs. HISPANIC/HAITIAN EDUCATION

	ANGLO	HISPANIC/HAITIAN
1.	FOCUS: Child-Centered.	FOCUS: Family.
2.	FUNCTION: Socialization in both, education and family. Family and school roles coincide.	FUNCTION: Socialization, instruction only. The family "educates," school as extension of family.
3.	GOAL: To develop child's highest potential-achieve what he can do.	GOAL: Develop child's personality-be what he can be.
4.	OBJECTIVES: Teach good health, good character, good citizenship. Teach how to compete and initiate change. Teach basic academic skills.	OBJECTIVES: Teach respect of self and of others. Learn how to cooperate and cope with change. Teach basic academic skills.
5.	TEACHING STYLE: Stresses active two-way discussions and problem solving.	TEACHING STYLE: Stresses lectures, one-way presentation and memory exercises.
6.	DISCIPLINE: Persuasive, passes on explanation.	DISCIPLINE: Affective based on scolding and shaming; also spanking.
7.	CLASS BEHAVIOR: Active interaction with teachers and peers.	CLASS BEHAVIOR: Refrain from interaction unless called upon to answer.
8.	SCHOOL POLICIES: Acceptance of "reasonable" rules, student and parents willing to challenge teachers.	SCHOOL POLICIES: Acceptance of authority and educational expertise.
9.	TEACHERS ROLE: Mediate knowledge.	TEACHERS ROLE: Authority "figure."
10.	STUDENT ROLE: Active participant in learning process.	STUDENT ROLE: Passive recipient of knowledge.
11.	MOTIVATION: Competition.	MOTIVATION: Family, Honor, Respect.
12.	USE OF LANGUAGE: Direct, objective, concise language=Tool of communication.	USE OF LANGUAGE: Indirect, subjective, digressive language=Aesthetic experience.

Contrasting Key Concepts in Anglo vs. Hispanic/Haitian Education (continued)

	ANGLO	HISPANIC/HAITIAN
13.	REASONING: Inductive principles elicited from concrete examples.	13. REASONING: Interactive principles applied to examples.
14.	TEST: Primary means of assessing student potential and achievement.	14. TEST: Only one means of assessing student potential and achievement. Essay tests, memorize and recite.
15.	EXTRACURRICULAR ACTIVITIES: An integral part of school.	15. EXTRACURRICULAR ACTIVITIES: Not part of education, except sports.

Source: Bi-lingual Education Program
Broward County Public Schools
Broward County Florida

Mexicans and Mexican-American Migrants

Migration

Generally Mexicans and Mexican American migrants as we know them here in Florida will live here and work from about January to June, then move to the Great Lakes areas to work from about September to December. Some families spend the summers in Mexico with family and friends, while others remain in the U.S.

History

The migrant is generally recruited in his own country by an American citrus company or in southern Texas. The migrant has suffered for years with high rent and poor living conditions, but continued working hard and long to support the "extended" family.

Education

Although there are exceptions, the majority of the migrants are illiterate and with little or no formal education. They come from very small and poor villages in Mexico and never have had the chance to be educated nor to educate their children.

Family

Mexican and Mexican-American migrant families are usually large - from 5 to 15 children. Each family member is very important, including the "extended" family--grandparents, aunts, uncles and cousins. If one family member needs anything from a place to live to money, the others provide if they can. Each feels it is an obligation and responsibility to help the others in any way possible so that the entire family is doing well.

Religion

The Catholic church is generally very important in the lives of the Mexicans and Mexican-American migrant families. Although some ancient rituals from the Aztec religions have been adopted into the church through the centuries, most traditional Catholic practices are integral parts of the life of the Mexican and Mexican-American migrant.

Nature

To the Mexican and Mexican-American migrant, natural phenomena is master and controller over man. The general attitude is fatalistic- "What will be will be" type attitude.

Mexicans and Mexican-American Migrants (continued)

Music

Folkloric music and that of the countryside and villages are very important in the lives of the Mexican and Mexican-American people. Along with the music is dancing, one way the people relax and escape from daily cares and troubles.

Work and Play

Clearly shown by the long hours the migrant puts in each day, he/she is hardworking, physically stretching, sweating and straining daily for a paycheck. But when the migrants finish work for the day, there is play, music, dancing and drinking. Men drink, women gossip and chatter, and the many children never tire of rough and loud play near the other two groups. Whole families frequent skating rinks, parks, local tourist attractions, and fast food restaurants.

Values

With the money made, the migrants support all relatives dependent on them in the United States, those in Mexico, buy the best transportation they can find because of so much traveling, and save money for the next move and the high rent they must pay.

Privacy is not a value of the Mexican or Mexican-American migrant. There is no such thing as having one's own room and being alone at all. Often when one visits a Mexican home, as many as 15 people are all visiting in a bedroom.

Perfect cleanliness is not a value of the migrant farmworker. Spotlessness in the bathrooms and kitchens is simply not important, whereas for most Americans those areas are where cleanliness is most important.

Time is very abstract for the migrant, usually measured by barrels of citrus and lengths of travel, clearly not by the hours on the clock or the dates on a calendar. Life is much more spontaneous for the migrant than the middle class white American.

Courtesy is a highly valued trait. Most Mexicans and Mexican-Americans are extremely polite.

Source: Nancy Lee

THE NEW CUBAN REFUGEE - A PROFILE

General Description

a) Under stress because of the nature of their departure from Cuba, they tend toward nervousness, anger, immaturity, lack of priorities, guilt and paranoia.

b) Are not used to taking responsibility for own actions.

Family

Families have separated or disintegrated because of the move.

Nature

The new Cuban refugee generally looks at nature as the master and controller of man.

Music

Music of the past is still very important to the recent Cuban refugee. Many an hour is spent singing and listening to their folkloric music.

Food

Food such as black beans and rice has remained the main dishes of the Cuban populations. A great amount of alcohol is drunk, and eating well is very important, even if there are financial problems.

Work

The new Cuban will work very hard, but the problem is he/she does not know how to be dependable. Many will move from one job to another, simply because of anger, impatience or immaturity.

Play

The new Cuban still will play as hard as he/she works, as does the typical Latin American.

Time

The concept of time as the Americans think of it is not at all the way the Latin communities in the world today think. It is still the same for the new Cuban. It is poor taste

and an insult to arrive anywhere at the time planned. Whenever plans are made and times are set, the hour will actually be at least an hour later in the Latin culture. Also a Hispanic will never write lists nor schedule free time as one would work time.

Space

In Cuba, people have literally lived on top of one another for years. Privacy is practically not existent and it is very common for two to five people to sleep in the same room.

When any Hispanic holds a conversation with another, he/she stands at least 7 inches closer to the listener than an American would. Also the Hispanic touches those around him without inhibition.

Greetings are frequently introduced by a handshake or a kiss on the cheek. these handshakes and kisses can be between the same sex or opposite.

Source:

Special thanks goes to Dr. Mercedes Sandoval, Director of the Hispanic Services Division, New Horizons Community Mental Health Center, Miami, Florida for her invaluable input to the above information.

Example E

BASIC SYNTACTICAL DIFFERENCES--THE ROAD FROM SPANISH TO ESL

ENGLISH	SPANISH
1. A subject is usually necessary. Ex. He said hello.	1. A subject is not necessary; it can be understood. Ex. Said hello.
2. There are many more intransitive verbs in English than in Spanish. Ex. He got up at nine o'clock.	2. Most intransitive verbs in English are transitive in Spanish. Ex. He got up himself.
3. The noun-adjective (excluding demonstrative pronouns) needs no type of agreement. The only inflection is pluralization of the noun. Ex. The blue cars are small.	3. The noun-adjective needs to agree in number and gender. Ex. The blues cars are small.
4. The noun-adjective order is generally ADJ-NOUN. Ex. The blue car is here.	4. The noun-adjective order is generally NOUN-ADJ. Ex. The car blue is here.
5. To nominalize verbs: VERB-VERB-ing. Ex. He saw me doing it.	5. To nominalize verbs: VERB-INF. Ex. He saw me to do it.
6. The verb "be" is conjugated after the expletive "there." Ex. There is a pretty girl. There are pretty girls over there.	6. The expletive "there" plus the conjugated verb "be" translate unconditionally to one form (word) in Spanish. Ex. There is a pretty girl. There is pretty girls.
7. We use the syntactical order SUBJ-VERB-DO (noun) " (pronoun) Ex. He read the book. He read it.	7. The order of V+ DO (noun) and DO + VERB (pronoun) are used in Spanish. Ex. He read the book. He it read.
8. Our use of an indirect object: SUBJ-VERB-DO-to(for)-IO. Ex. I gave the book to John, or SUBJ-VERB-IO-DO I gave John the book.	8. The indirect object positions in Spanish: IO-SUBJ-VERB-DO-(IO). Ex. To him I gave the book (to John). The indirect object is often repeated within the same phrase.

Basic Syntactical Differences (Continued)

ENGLISH	SPANISH
9. When we have NOUN(person)-VERB-DO(person), any additional words are not necessary to show the relationship of the two. Ex. Mary sees John. Mary loves John.	9. When we have NOUN(person)-VERB-DO(person), an additional "preposition" is needed to show the relationship between the two. Ex. Mary sees to John. Mary loves to John.
10. There are many more "idioms" consisting of VERB-PREP in English. Ex. He turns on the television everyday at the same time.	10. There are few "idioms" consisting of VERB-PREP in Spanish. Ex. He turns the television.
11. The preposition is generally found at the end of a phrase. Ex. Who are you talking to?	11. The preposition is generally found at the beginning of a phrase. Ex. To whom are you talking?
12. Objects have no gender. Ex: The table is old. It is old.	12. Objects are always of masculine or feminine gender. Ex. The table is old. She is old.
13. Possession is often shown by use of --'s. Ex. The girl's blouse is blue.	13. Possession is generally shown by use of the preposition "of" in Spanish. Ex. The blouse of the girl is blue. NOUN-of-POSSESSOR
14. The definite article the is not used before a. general and abstract ideas Ex. Liberty is precious. b. titles of people Ex. Mr. Smith is young. c. days of the week Ex. Mondays are sad. d. languages Ex. English is easy.	14. The definite article the is used before a. general and abstract ideas Ex. The liberty is precious. b. titles of people Ex. The Mr. Smith is young. c. days of the week Ex. The Mondays are sad. d. languages Ex. The English is easy.

Basic Syntactical Differences (Continued)

ENGLISH	SPANISH
15. Mass nouns do not often shift easily to count nouns. Ex. I have two <u>pieces of chalk</u>.	15. Mass nouns often shift easily to count nouns. Ex. I have two <u>pieces of chalk</u>. I have two <u>chalks</u>.
16. The present progressive tense of the verb is used quite often in English. Ex. Who <u>is speaking</u>, please?	16. The present progressive tense of the verb is less frequently used in Spanish than in English. Ex. Who <u>speaks</u>, please?
17. SUBJ-PREDICATE inversion is not common in English. Ex. The cool wind blew through her golden hair.	17. SUBJ-PREDICATE inversion is quite common in Spanish. Ex. Through her golden hair the cool wind blew.

Source: Nancy Lee

ENGLISH AND HAITIAN-CREOLE - SYNTACTICAL DIFFERENCES

ENGLISH	HAITIAN-CREOLE
1. A preposition of location and direction is frequently used. Ex. I am going to Haiti. I came from Haiti.	1. A preposition of location and direction does not exist in Haitian-Creole. Ex. I am going Haiti I came Haiti
2. The definite article is always found before the noun. Ex. The book is on the table.	2. The definite article is always found after the noun. Ex. Book the is on table the.
3. The possessive pronoun is found before the noun it modifies. Ex. My mother is here.	3. The possessive pronoun is found after the noun it modifies. Ex. Mother my is here.
4. Possession is also shown by the use of possessor + 's + noun. Ex. The child's toy was expensive.	4. Possession is also shown by the juxtaposition of the object possessed and the possessor. Ex. Toy child the was expensive.
5. English often uses the passive transformations of verbs. Ex. The thief was seen by the policeman.	5. Haitian-Creole has no passive transformations of verbs. Ex. Policeman the saw thief the.
6. Negation is expressed only once in an English phrase. Ex. I never have any money. NOT I never have no money.	6. Negation can correctly be expressed more than once in a Haitian-Creole phrase. Ex. I no never have money.
7. If one verb refers to several nouns and direct objects in an English phrase, the verb does not have to be repeated. Ex. Americans drink coke, Frenchmen wine, Germans beer and Haitians water.	7. If one verb refers to several nouns and direct objects in a Haitian-Creole phrase, the verb must be repeated each time. Ex. Americans drink coke, Frenchmen drink wine, Germans drink beer and Haitians drink water.

Source: Nancy Lee

Example G

FRENCH AND CREOLE SURVIVAL KIT

English	French	Creole
Please, how do you say_____in_____	S 'il vous plaît, Comment dit-on_____en	Silvouplè kouman Yo di_____en
I'm sorry. I don't understand-----	Je regrette, Je ne comprends pas ------ ---	Eskusé-m moin pa kompran ou
Please speak slowly----------	S'il vous plaît, parlez lentement----- ----	Palé plu dousman silvouplè
Please repeat----------	S'il vous plaît, repetez---------- ---	Répété pou moin silvouplè
Welcome----------	Bienvenu(e)---------- ---	Moin byin kontan ouè (ou-nou)
I'm sorry----------	Je regrette---------- ---	Moin regrèt ampil
Forgive me (excuse me)----------	Excusez-moi---------- ---	Eskusé-m
How do you spell that word?--------	Comment épélez vous ce mot?---------- ---	Kouman you éplé mo sa-a
Thank you, you're welcome----------	Merci,vous etes bienvenu(e)----------	Mèsi, de rien
I want to introduce you to---------	Je veux vous presenter a---------- ----	Moin ta rinmin fè ou fè konésans avek
Glad to meet you----------	Content(e) de vous rencontrer-------- ----	Moin byin kontan rencontré-ou
The pleasure is mine----------	Tout le plaisir est pour moi--------- ----	Sa-a Sé plézi-m
Delighted to meet you----------	Très heureux (euse) de vous rencontrer-----	Moin trè kontan fè konésans-ou
I enjoyed your visit----------	Nous apprécions votre visite--------- ----	Nou byin kontan ou vin-n vizité-nou
I'm lost----------	Je suis perdu---------- ----	Moin pèdu
One moment, please, I'll get an interpreter	Un moment sil vous plaît. je vais chercher un(e) interprete	Oun moman silvouolè moin pral shèshé intèprèt-la

French and Creole Survival Kit (Continued)

English	French	Creole
I'm so happy you're here----------	Je suis très content(e) que vous soyex ici--	Moin kontan ke ou la
I have the wrong number----------	Vous avez un faux numéro----------	Ou gin mové numéro-a
Please help me----------	S'il vous plaît, aidez-moi----------	Edé-m silvouplè
My name is----------	Je m'appelle----------	Moin réle
Good morning, afternoon, evening----	Bonjour, Bon Après midi, Bon soir ------ ---	Bonjou, Bonsoi, Bon-n nuyit
Goodbye, "see you soon"----------	Au revoir, je vous verrai bientot----------	M'allé

Source: Broward County Public Schools
Broward County, Dlorida

Example H

SPANISH LANGUAGE SURVIVAL KIT

Please, how do you say_____in Spanish	¿Por favor, cómo se dice _____ en español?
I'm sorry, I don't understand	Lo siento, no comprendo. Lo siento, no entiendo.
Please speak slowly	Por favor, hable despacio.
Please repeat	Por favor, repita
Welcome	Bienvenido, Bienvenida Bienvenidos, Bienvenidas
I'm sorry.....	Lo siento
Forgive me (excuse me)	Perdóneme; Excúseme. Discúlpeme Dispénseme.
How do you spell that word?.....	¿Cómo se escribe esa palabra?
Thank you, you're welcome	Gracias, de nada.
I want to introduce you to	Quiero presentarle a . . . . .
Glad to meet you.....	Mucho gusto.
The pleasure is mine.....	El gusto es mío.
Delighted to meet you	Encantado (a) de conocerlo (a)
We enjoyed your visit.....	Nos complació su visita
I'm lost.....	Estoy perdido (a).

Spanish Language Survival Kit (Continued)

One moment, please, I'll get an interpreter.....	Un momento, por favor, voy a llamar a un intérprete.
I'm so happy you're here.....	Me alegra mucho que Ud. esté aquí
You have the wrong number.....	Está equivocado (a).
Please help me.....	Por favor, ayúdeme
My name is.....	Me llamo . . . . Mi nombre es . . .
Good morning, afternoon, evening.....	Buenos días, buenas tardes, buenas noches.
Goodbye, "see you soon".....	Adiós, Hasta luego (hasta pronto).

Example I

PRONUNCIATION CONTRASTS WITH WHICH SPEAKERS OF CREOLE MAY HAVE DIFFICULTY

1. (iy) beat and (i) bit

   Please SIT in this SEAT.
   These shoes should FIT your FEET.
   Those BINS are for BEANS.
   They SHIP SHEEP.

2. (ae) cat and (a) cot

   That AD is ODD.
   The COP wore a CAP.
   It's too HOT for a HAT.
   She SANG a SONG.

3. (u) pull and (uw) pool

   FOOL AND FULL
   Did you PULL him in the POOL?
   STOOD and STEWED

4. (w) wac and (hw) whack

   WHICH and WITCH
   WHINE and WINE
   WHETHER and WEATHER

5. (θ) thank and (s) sank.

   Being THIN is no SIN.
   I don't THINK it will SINK.
   THOUGHT and SOUGHT
   PATH and PASS

6. (ð) thy and (θ) thigh

   EITHER and ETHER
   TEETH and TEETHE

Example J

PRONUNCIATION PROBLEMS FOR HAITIANS LEARNING ENGLISH

English Sound		Position in word:	Why a problem:	Will be confused with:
p	'pin'	before a stressed vowel	will be pronounced without aspiration	will sound like a b to an English-speaker
t	'tin'	before a stressed vowel	will be pronounced without aspiration	will sound like a d to an English-speaker
	'tin'	before a vowel like the ee in beet or i in tin	will be pronounced as ts	ts in word-initial position will sound like s to an English-speaker; in other situations ts will not be recognized as a t by English-speakers
	'at last'	before a consonant	frequently pronounced as a glottal stop in English--a non-existing sound in HC	will be confused with k or may be absent
k	'kite'	before a stressed vowel	will be pronounced without aspiration	will sould like a g (as in gas) to an English-speaker
d	'deed'	before a vowel like the ee in deed or i in dim	will be pronounced as dz	dz at the beginning of a word will sound like z to an English-speaker; otherwise, dz will not be recognized as a d by an English-speaker
ch	'chill'	everywhere	may be pronounced like sh	ch and sh may be confused (this will probably be true only for some Haitians)
j	'jeep'	everywhere	may be pronounced like zh (like the s in treasure)	j and zh may be confused; this will not be a major problem since this is typical of a French accent and readily understood
ng	'sing'	at end of a word	may be pronounced as a sequence of nasal vowel and g (g as in bag)	some students may confuse ng with n; probably not a major problem

Pronunciation Problems for Haitians Learning English (Continued)

English Sound		Position in word:	Why a problem:	Will be confused with:
l	'bill'	at end of a word	English l may sound like a vowel to the HC-speaker	word-final 'l' may be interpreted as a vowel
r	'red'	before a vowel	Haitian-Creole (r) is a velar fricative before unrounded vowels	will sound like a g (as in go) to an English-speaker
r	'row'	before a vowel like the o in rose or o in root (rounded vowels)	HC r is pronounced (w) before rounded vowels	will sound like a w to an English-speaker; may be confused with w by HC-speaker
r	'door'	at the end of words	does not occur at end of words	this represents not only a new sound, but also a new sound at the end of a word; may be absent
th	'thick'	everywhere	the sound (θ) does not occur in Haitian-Creole	may be pronounced as (s), although (t) is also possible; will be confused with s and, for some speakers, t
sh	'ship'	everywhere	may not be distinguished from ch in HC	may be confused with ch (as in chore); this is a relatively minor problem, and not a problem for many HC-speakers
w	'woe'	before rounded vowels	may not be distinguished from r in HC	apt to be confused with r since r may be pronounced as w before a rounded vowel

Pronunciation Problems for Haitians Learning English (Continued)

English Sound	Position in word:	Why a problem:	Will be confused with:
final clusters	final	consonantal clusters in final position are rare in Haitian-Creole	final clusters are apt to be simplified by 'dropping' one of the consonants; this is not a major problem, unless the sound that gets dropped is the sign of plurality, or a verb suffix--that is, the sound being dropped is one that is meaningful for morphological purposes
i 'pin'	all	this sound does not occur in Haitian-Creole; nearest sound is HC (i)	ee as in meet
a 'pan'	all	this sound does not occur in Haitian-Creole; nearest sounds are HC (ɛ) or (a)	e as in pen; sometimes o as in Tom
u 'cut'	all	this sound does not occur in Haitian-Creole; nearest sound is probably (a)	will probably be confused with English (a) as in hot
u 'put'	all	this sound does not occur in Haitian-Creole; nearest is HC (u)	oo as in moon
(ə) (weak vowel)	all	unstressed vowels are weakened to schwa in English; HC vowels are not weakened if unstressed	with English (a)

Pronunciation Problems for Haitians Learning English (Continued)

English Sound		Position in word:	Why a problem:	Will be confused with:
MINOR PROBLEMS: This represents pronunciation problems that can be addressed only if time permits				
th	'thy'	all	this sound does not occur in HC	z as in zoo
thr-	'three'	word-initial	this cluster does not occur in HC	tr- as in tree
thr-	'thru'	before a rounded vowel	HC r is pronounced as (w) before a rounded vowel; (t) can be expected as a substitute for (θ)	tw-
Cr-	'true' 'crude' 'prude' 'fruit' 'grew' 'drew'	consonant - r - rounded vowel	Since HC r is pronounced as (w) before a rounded vowel, clusters with r before a rounded vowel can be expected to be a problem	tw-, kw-, pw-, bw-, fw-, dw-, gw-
English stress		all nonsyllable final contexts	HC stress is on the last syllable; English stress can be on any syllable and it can occur in various degrees	last syllable will be stressed

Source: Center for Applied Linguistics
Satellite Beach, Florida

Example K

PRONUNCIATION CONTRASTS WITH WHICH SPEAKERS OF SPANISH MAY HAVE DIFFICULTY

1. /iy/beat and /i/bit

Please SIT in this SEAT.
These shoes should FIT your FEET.
Those BINS are for BEANS.
They SHIP SHEEP.

2. /e/bet and /ae/bat

This BED is BAD.
I GUESS they want GAS.
What she SAID made me SAD.
The GEM fell into the JAM.

3. /ə/buck and /u/book

The BOOK cost a BUCK.
It is good LUCK to LOOK.
The tailor TOOK a TUCK.

4. /ɔ/but and / /bought

It was DUG by the DOG.
I can't LUG a LOG.
My GUN is GONE.

5. /ɑ /cot and /ow/coat

I HOPE you can HOP.
It's NOT in the NOTE.
Did JOHN write to JOAN?
Hang the CLOAK under the CLOCK.

6. /u/pull and /uw/pool

Please take a LOOK at LUKE.
That FOOL is never FULL.
Did you PULL him into the POOL?

7. /u/could and/ow/code

That FOAL is very FULL.
It BROKE in the BROOK.
Please PULL on the POLE.
Will the COOK bring me a COKE?

8. /p/pack and/b/back

The PIG is BIG.
Please BUY a PIE.
The PONY is rather BONY.
Make it STABLE with a STAPLE.
The driver's CAP matches his CAB.

9. /v/vat and/b/bat

This VEST is BEST.
The VENT was BENT.
Did they VOTE on the BOAT?
That MARBLE is a MARVEL.
They are repairing the CURVE on the CURB.

10. /ɵ/thank and /t/tank

He TAUGHT what he THOUGHT.
He said THANKS for the TANKS.
The CLOTH will help it CLOT.
She BROUGHT some BROTH.

11. /ɵ/thank and/s̬/ shank

The THIEF took a SHEAF.
The SHREW is THROUGH.
The WELSH have great WEALTH.

12. /ɵ/thank and /s/sank

Being THIN is no SIN.
We SAW the THAW.
I don't THINK it will SINK.
Their GROSS shows a steady GROWTH.

13. /ð/thy and/ɵ/thigh

He will EITHER get ETHER or novocain.
The baby's TEETH will soon TEETHE.
They will WREATHE him a WREATH.

Pronunciation Contrasts With Which Speakers of Spanish MAY HAVE difficulty (Continued)

14. /s/ sack and /š/ shack

Put the SACK in the SHACK.
Put the SHEET on the SEAT.
That is the LAST to be LASHED.

15. /ð/ then and /z/ ZEN

It was THEN that they studied ZEN.
Stop TEASING while she's TEETHING.
BREATHE the fresh BREEZE.

16. /n/ fan and /ŋ/ fang

Tomorrow he WINS his WINGS.
The GONG is GONE.
That THING is THIN.

17. /s/ seal and /z/ zeal

I will SUE the ZOO.
There is ZINC in the SINK
The PLAYS are in this PLACE.
It PAYS to keep a fast PACE.

18. /č/ chatter and /š/ shatter

There is a CHERRY in my SHERRY.
These SHEEP are not CHEAP.
We can't MARCH in that MARSH.
There is too MUCH of that MUSH.

19. /j/ Jack and /š/ shack

It will JELL in the SHELL.
The SHEEP are in the JEEP.
We were GYPED when it was SHIPPED.

20. /j/ jest and /č/ chest

The JEEP was not CHEAP.
There are RICHES in this RIDGES.
He was JOKING. He was CHOKING.

21. /j/ jam and /y/ yam

Is the JET here YET?
A bad YOKE is no JOKE.
It JARRED the whole YARD.
YELLOW JELLO is my favorite.

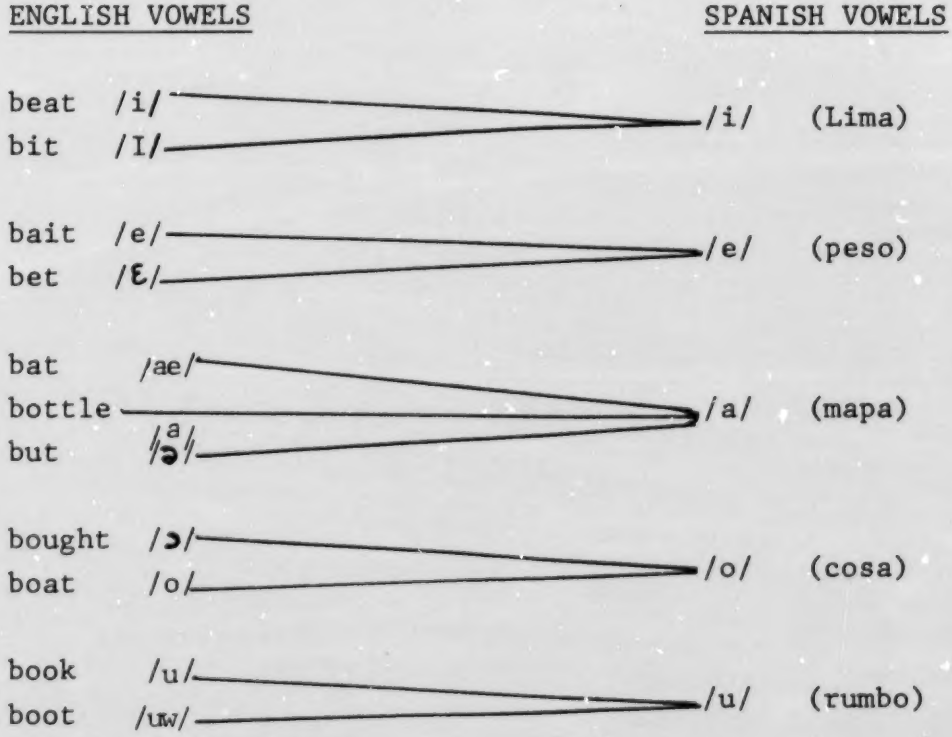
Source: Nancy Lee

Example L

IMPORTANT HINTS
DIFFERENCES BETWEEN AMERICAN ENGLISH AND SPANISH PRONUNCIATION

5 Differences between English and Spanish Vowels

1. Tongue muscles are always more tense in Spanish.
2. All the muscles (tongues and lips) hold the same position in Spanish throat production of sound. More than half the English vowels are made with some change in tongue and lip positions.
3. Spanish has fewer vowels than English (Spanish-5; English-11).
4. The lips are more active in Spanish; the rounding is greater and the spread is wider.
5. Spanish gives the same quality to both stressed and unstressed vowels. English tends very strongly to substitute the shwa sound (ə) for vowels under weak stress.



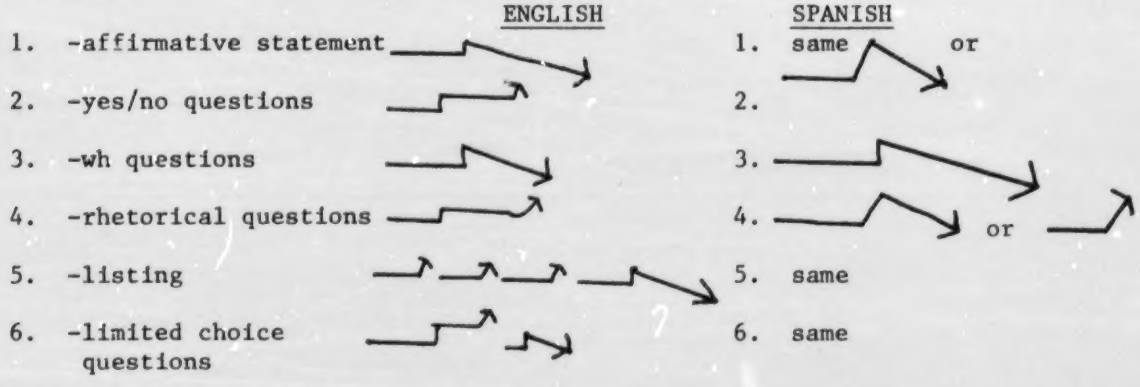
Differences Between American English and Spanish Pronounciation
(continued)

FALSE COGNATES

Some words in both Spanish and English have the same Latin roots but through the centuries have acquired separate meanings. Here are a few:

English	Spanish
library	librería (bookstore)
exit	éxito (success)
assist	assistir (attend)
actually	actualmente (presently)
realize	realizar (to make happen)
embarrassed	embarazada (pregnant)
stupid	estúpido (very strong insult; not appropriate in most instances)

INTONATION



Differences Between American English and Spanish Pronunciation (Continued)

CONSONANTS

Aspirated consonants in English (/t/, /d/, /k/, /p/) are not aspirated in Spanish.

The consonant sounds /sh/,/ɵ/,/z/,/v/ ,/ʒ/ do not exist in Spanish.

INTONATION EXAMPLES	English	Spanish
1. affirmative statements	I am coming tomorrow.	Vengo mañana.
2. yes/no questions	Are you coming tomorrow?	Vienes mañana?
3. wh questions	How are you?	¿Cómo estás?
4. rhetorical questions	You don't believe me?	¿No me crees?
5. listing	One, two, three.	Uno, dos, tres.
6. limited choice questions	Do you want steak or lamb?	¿Quieres bistek o pollo?

Source: Nancy Lee

SECTION V

STUDENT EVALUATION

SECTION V

STUDENT EVALUATION

Student assessment and evaluation are ongoing processes for an ESL instructor. There are many published instruments available and some are listed at the end of this section (Example A). Most can be administered at any time during a student's stay in an ESL class to pinpoint his or her level of English mastery. In addition, textbooks like The Lado series and Los Verbos en Inglés, include tests to be administered at the end of each section or unit.

When published material is not available or satisfactory, teacher-made tests can be created fairly easily; several examples appear at the end of this section (Examples B - E). There is, however, much more to evaluation than formal testing. A quick and reliable way to informally assess entering students is to attempt simple conversations with them, without their knowledge that they are being "tested." Questions about personal background like "Where do you live?" "Tell me about your family." "Why do you want to learn English?" provide a teacher with immediate feedback about a student's fluency or lack of it.

Formal assessment tests given to new students often present an inaccurate picture of student abilities, simply because adult students are often extremely nervous when

called upon to demonstrate their English skills. When any student is tested, factors like age, physical handicaps, and length of time spent in this country should be taken into consideration.

Evaluation can and should be done on an ongoing basis. After a new concept has been explained and practiced, the teacher can easily follow-up the lesson with a question and answer drill to be sure every student has assimilated the newly-learned material. Reviews of previously-learned material are also invaluable; too much review is almost impossible.

Occasionally reviewing written class assignments and workbooks is another effective method of evaluation, as is asking opinion questions which forces students to generate speech. No evaluation is effective without careful observation of student performance.

For those students who want to continue their education in adult education, vocational education, or academic programs, it is imperative that the instructor be clear about language objectives, skills, and years of formal education necessary to enter the chosen courses. Open communication with appropriate teachers or administrators facilitates clarification of objectives.

For example, one can learn from instructors and administrators that the requirements and language skills needed for Carpentry are not as advanced as they are for Licensed Practical Nurse. If a student wants to be a carpenter

there is no reason to retain him in the class until his English is adequate for an LPN program. Nor can the same level of linguistic achievement be expected for an unskilled laborer as that for an engineer who wants to continue his profession in the United States.

Often, after informal assessment upon program entrance, the ESL instructor may find students whose aptitudes and motivation suggest vocational rather than academic areas. For them, more English can be learned in the vocational than ESL class, another reason why some kind of initial student assessment is necessary.

Of these, some do not have the verbal ability to advance to a higher level anyway, and others can learn more advanced skills just as well in an all-English situation, like an adult basic education class. Interestingly, the experience of all such students who were transferred to another program, and allowed the opportunity to return to the ESL class on an "as needed" basis--daily, weekly, or irregularly, has been successful.

An example of such a student is one who falls behind the rest of the class and for whom steps should be taken immediately to offer assistance, by means of individual instruction, supplementary exercises, etc. The longer a teacher waits to offer that assistance, the more difficult it is for a student to catch up, and the more frustrating the learning experience for teacher and student. If it becomes obvious that a student cannot catch up and has

simply reached the limit of his or her abilities, at least in a formal learning situation, then it is in the best interests of all parties to discuss the possibilities of altering student goals to some that can be more realistically achieved, like the abovementioned transfer to another program.

Example A

ESL LANGUAGE ASSESSMENT INSTRUMENTS

Assessing Oral/Aural English Skills

The Michigan Test

Crane Oral Proficiency Test

The John Test

Bilingual Vocational Oral Proficiency Test

Ilyn Oral Interview

Teacher Made Tests

Assessing Reading/Writing English Skills

The Michigan Test

Thumbnail Test

Spanish-English Language Dominance Tests

TOEFL Test

Writing Checklists

Primary Trait Assessment

Teacher Made Tests

Assessing Native Language Literacy

Spanish/English Language Dominance Tests

Educational Background Evaluation

CTBS (Spanish)

Teacher Made Tests

Example B

TEACHER-MADE TEST
(Level 1)

I. Answer the questions in complete sentences.

1. Where are you from? (Country)

_____

2. Do you have a telephone?

_____

3. What language do you speak at home?

_____

4. Are you sick today?

_____

5. Are you writing now?

_____

6. Where do you live now? (City and State)

_____

7. What color is your hair?

_____

8. Are you tall?

_____

9. Are you smiling now?

_____

10. What is your ZIP code?

_____

TEACHER-MADE TESTS - EXAMPLE B - Continued

II. What are you wearing today? (Write 5 things or more; include colors)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

III. Write the words for the numbers.

1. 31st _____
2. 99 _____
3. 80 _____
4. 14th _____
5. 22nd _____

Source: Joyce Burkhart

Example C

WRITING SAMPLES OF MORE ADVANCED STUDENTS

Years in U.S.: 3
Native Language: Persian

Punishing the kids is a real old way to tell the kid that this is not the right thing to do or you did a wrong act, but in today's society the school and parents are using other ways to show the kid the better way to live, and they found out that punishing the kids is not the good thing to do, and also it could be dangerous when they grow up.

Whenever I read a life story of some murder or real criminal, this point makes me think, and that is when they were a child, their parents were also criminals or angry people. Whenever the child did something wrong, they punished the child real bad. I read the story about some criminal guy in my county that whenever he was going to rob somebody he use to put knife on their necks and ask them for money or jewelry, and in the other part of the story, they asked him why you use this way to rob people, and he said when he was young kid whenever he did something wrong his father would put the knife to his neck and tell him if you do that one more time, I am going to kill you.

That's why I think this is a wrong thing to do, and we can stop a lot of crimes in the future. Maybe this is the cause of a lot of crimes.

Years in U.S.: 4
Native Language: Spanish

Today in this part of my life, I think about back home. It is a good refreshing memory of me growing up as a young boy into a man. It is not simple to describe what a person really feel, being away for such a long time, in a different country with different language and with different customs or traditions from my own.

Back home in my native south American country, Peru, life is so simple, everybody looks so conservative and pure. People love each other in many ways.

A person find love with his own family, no matter how old he or she is, with his friends, or with his next door neighbors, and that is the best thing that a person can have. To me, luxury, such as a new car, new apartments, new clothes, new places to see and a new job that pays well is no good deal when you really have that kind of love that everybody shares back home, even if I didn't have a dime to spent. I have everything right here, but I don't feel happy; material things never will compare with spiritual love that brings togetherness to a lot of family right in this place, back home.

Source: Nancy Lee

Example D

SCRIPTS OF OPEN-ENDED INTERVIEWS

What to Expect from Students at Different Levels

LEVEL 1

My name is Jolimene Durius.
Children.
Where are they going? What are they doing?
Where are the children?
On the street.
What on the street?
It City Bank.
What else?
One man, one woman.
Where are they going?
School.
It's very possible. Who is this?
Teacher.
On the street.
Where are they going?
On the bank. Hotel?
Who are these people? Are they students?
Uh-huh.
They are? What's this? What's all this?
Lights. Building.
That's fine.

LEVEL 2

My name is Gloria Rivera.
I look to a picture. I look big building. Is a parking. She has a sign. I want to see a parking City Bank. I look many many childrens. Uh - The childrens walk on the street. I want to see many cars. And the building has three - oh - some - some flags. I don't know - some flags. And lights - I don't know. Oh - I - this picture only I want to see one girl. Uh - some womans and mans. They are walking in the street - on the street. I want to see - I can see signs - uh - building - City drive-through bank.

Scripts of Open-Ended Interviews (Continued)

LEVEL 3

Iris de Rosario.
Well, this picture is very interesting. It said about too many children who walk in the street. Around the parking bank city bank. And the people - the children look around with the teacher, I believe. And he looks to me like he is supposed to be in New York City.
What are the children doing?
The children look around the building and try to walk straight ahead to cross the street.
How do they know when to cross the street?
How do they know?
Because the teacher going to front and watch.
And this one? Anything you can tell me about it.
These people - he looks to like he want to go to work.

Source: Nancy Lee

Example E

CHECKLIST FOR EVALUATION OF WRITTEN WORK

1 stands for "just about impossible", the highest number stands for "excellent"!

CENTRAL IDEA AND ANALYSIS 1 2 3 4 5

Central idea and purpose; significant to audience; clear; limits; adapted to assignment, speaker or writer.

SUPPORTING DETAILS 1 2 3 4 5

Specific; sufficient; relevant; adapted to audience; valid in reasoning, sources attributed easily and clearly, when necessary; directly pertaining to central idea and thesis statement.

STYLE 1 2 3 4 5

Sentence style: clear: concise; varied, emphatic when appropriate, not awkward.

Word choice: accurate, appropriate to audience and purpose.

Coherence: subject-verb consistency, word order clear.

ORGANIZATION 1 2 3 4 5

Beginning: engages interest, indicates purpose, defines key terms when necessary.

Development: purpose of each major section clear; major sections effectively arranged, internally organized and related to central idea; transitions clear.

Ending: significance of purpose and material emphasized or maintained.

MECHANICS 1 2 3 4 5

Grammar: subject-verb agreement, correct verb forms, correct pronoun forms.

Spelling, punctuation, capitalization.

Manuscript: carefully proofread, legible, neat.

Source: Nancy Lee

SECTION VI

CONCLUSION

SECTION VI

CONCLUSION

In conclusion, the elements of a successful ESL program are these:

1. Understanding the diversity of student backgrounds.
2. Recognizing the diversity of student needs.
3. Clarifying the objectives of the program.
4. Correlating these objectives with the backgrounds and needs of the students.
5. Offering material in a variety of ways, including audio-visuals, magazines, newspapers, etc.
6. Evaluating progress in ways appropriate to student needs with great flexibility.

With all this in mind, plus a thorough understanding of the English language, genuine interest in the student population, patience unending, and a good sense of humor, an instructor can meet the needs of the students, and, at the same time, gain tremendous personal satisfaction.

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal opportunity employer

FLORIDA: A STATE OF EDUCATIONAL DISTINCTION. "On a statewide average, educational achievement in the State of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment."

Adopted, State Board of Education, Jan. 20, 1981